# AMERICAN ANNALS

OF THE

# Deaf and Dumb,

EDITED BY

**EDWARD A. FAY,**

UNDER THE DIRECTION OF

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## FOUNDATION WORK.

BY REV. BENJAMIN TALBOT, M. A., COUNCIL BLUFFS, IOWA.

IT has been often hinted in the *Annals*, since its revival in 1868, that we are possibly retrograding or degenerating in the instruction of the deaf and dumb. After making all due allowance for the difficulties under which deaf-mutes and their teachers labor, we find yet too many things that give strength to these apprehensions.

Teachers of advanced classes, and even professors in the college, groan constantly over the deficiencies and shortcomings of their students. The daily and hourly task of correcting mistakes that should years before have been eliminated from the language of the pupils; the continual need of repeating information and instruction that should long ago have found a deep and permanent lodgment in the pupil's mind, and yet should be at the surface ready for use; the frequent failures to attain a high standard of scholarship; the *mutisms* and errors that so often appear in the independent and uncorrected composition of the average deaf-mute; and, in short, the lamentable distance between opportunity and achievement, between aim and result, are at once painful and mortifying to the conscientious teacher, and should be full of shame to the pupil.

For these evils there must be some cause, and, unless they are absolutely unavoidable, and so, of necessity, constant, there must also be a remedy.

Without assuming to prescribe a panacea that shall remove them all, and by one stroke open for the deaf-mute the still undiscovered "royal road" to knowledge, it may be well to suggest one thing, which all will admit to be indispensable—the need of thorough elementary instruction.

In this age, and especially in this country, there is everywhere too great haste to secure visible and tangible results, without the labor of patient preparation; and the spirit of the age has crept into our institutions of learning, high and low, and into schools of every grade. Even teachers and professors are too often mere smatterers; brilliant and showy, forsooth, but with a woeful lack of thoroughness and completeness of learning and knowledge—at once deceiving and deceived.

Teachers of the deaf and dumb may fall into the same error. Knowing that certain results are expected from their labor, stimulated at times by a rivalry to surpass the achievements of other teachers, and even yielding weakly to the demands of their pupils, they push their classes on too rapidly, and in the end prove that "haste makes waste."

Our teachers must never forget that a large part of their work is elementary; that they are to lay the foundations of education and culture in the minds of their pupils; and that unless these foundations are well laid, they cannot hope for any success in erecting the superstructure. As, in practical architecture, the foundations must be of good material, laid broad and deep, on finely-broken stone well mixed into a good concrete, so the elementary instruction that goes into the foundation of the temple of knowledge should be carefully selected, minutely divided, and well compacted, before any of the upper courses are laid.

This is especially important in teaching verbal language. Whether this instruction be after the models from text-books now in use, or in the more desultory form adopted by some, and claimed by them to be more natural, it must be

thorough to be of any value. And so in all other branches of instruction. The underlying principles must be firmly established in the pupil's mind; if not by theory and definition, then by constant and accurate practice, so that the mind, when turned to any given branch, shall work correctly and promptly, and give the best results in the shortest time. And this thoroughness must be applied at the very beginning, for all later efforts to secure it will generally be sorry failures.

Down in the very *hard-pan* of ignorance, with the pick of ingenuity and the shovel of industry, must the workman prepare a bed for this foundation, which he is to lay with the sledge of assiduity and the trowel of patience. If the work requires time, then time must be taken; for on the thoroughness of this primary work depends the future success of the pupil. Unless the foundation is well laid, flaws and cracks will be seen in the superstructure, and the higher the walls are raised, the more glaring and conspicuous will be the defects.

And woe to the builder if these appear! Did he not know the nature of the ground on which he was building, and the kind of materials he had to use? And, knowing these, should he not have used all diligence to lay his foundations at the proper depth and of the proper thickness, that so his work might not be marred for all time by his carelessness or neglect?

Let the teacher answer these questions in his elementary work. Let him not, from any ambitious desire of display, sacrifice real to apparent progress, but let him patiently labor to secure a thorough foundation as a groundwork for future effort.

His pupils, especially if somewhat advanced in years, may desire to use high-sounding words and to write long and complicated sentences, that they may escape the appearance of being babes in knowledge; but these aspirations must be put under proper restraint, and the teacher must exercise all his ingenuity to secure the patient and willing cooperation of his pupils in this elementary work. He must

first persuade himself, and then convince them, that simple words, short sentences, and simple forms of knowledge well understood, are worth infinitely more than the jargon of language and of knowledge that makes up the composition and the mental furniture of the half-trained deaf-mute.

Of course, each teacher must devise for himself the best way to hold the attention of his pupils, and to secure in them that close application which will insure their advancement. There are, however, two requisites in the form of instruction that may be laid down as indispensable—simplicity and repetition.

Simplifying and explaining till there is no excuse for ignorance, and repeating and reviewing till there need be no failure to remember, ought to insure perfect knowledge perfectly retained. It will not do, in teaching deaf-mutes, to take it for granted that they know anything which has not been in some way explained to them. Knowledge, on their part, must never be assumed, but must always be tested; and if it is found that this is lacking, the want must be supplied. Neither is it safe to trust their memories without frequent reviews to make sure that they retain what they have once learned.

By a careful and constant attention to these two principles, both the forms of language and the elements of knowledge may be kept at their fingers' ends, always ready for use. The immediate and apparent progress of pupils thus trained may not be so great as that of others; but one may feel sure that a good foundation is laid, and that their future progress and ultimate attainments will be far greater than if the training were less thorough.

Let the teacher of a primary class patiently and faithfully lay such a foundation as is here suggested, and he will have the satisfaction of seeing built on it—if not by himself, by some one else—a fair and imposing mental structure, solid and firm, yet beautiful in its symmetry, and adorned with all the graceful finials and rich tracery of a complete and thorough education.

# THE KENTUCKY INSTITUTION AND METHODICAL SIGNS.*

BY CHARLES H. TALBOT, M. A., DANVILLE, KY.

In reading the recent literature of our profession I am repeatedly reminded of the saying of the wise man—that there is nothing new under the sun. In our efforts to improve and simplify the methods of deaf-mute instruction we seem to be moving around somewhat in a circle, if not running around in a groove. The late discussions concerning the best order in which to use signs in teaching deaf-mutes the English language seem to be but a revival of the old controversy that was carried on some fifteen years ago, through the pages of the *Annals*, by Messrs. Jacobs, Burnet, and others. And while—aside from morals—this is one of the most interesting and important questions that has ever engaged the attention of the profession, I confess experience leads to the entertainment of serious doubts whether the renewal of the discussion will result in any permanent good, commensurate with the expenditure of time, labor, and printer's ink. This is a question upon which the profession is not likely to be brought to one mind; perhaps the most practicable and pleasant way of disposing of it will be by an agreement to disagree. There was a time when I thought the day would come when the advocates of the system of teaching with the use of the natural language of signs only would occupy the field alone, as almost all of the new institutions in the West are manned by graduates of institutions where this system is followed. But recent developments indicate that I was mistaken in my prophecy, and bring to light the gratifying fact that the advocates of the system of teaching by methodical signs—the same system, in substance, which was so long held and practised and so ably defended by Mr. Jacobs, late principal of the Kentucky Institution—are increasing rather than diminishing. No-

* "The Sign-Language," by Rev. J. R. Keep, M. A. (*Annals*, vol. xvi, p. 221.)—"Natural Signs—Shall They Be Abandoned?" by the same author. (*Annals*, vol. xvi, p. 17.)

where is this increase more marked and decided than in the young and growing West. It affords a fine proof of the value of the seed sown years ago, and illustrates well the story of the skilful finding diamonds in those things which others have cast away as worthless stones. To correct error, rather than to recommend any system or method, is the chief motive that leads me now to break my hitherto unbroken silence upon the subject of the methods of instruction. And the principal thing that urges me to this publication is some criticisms made by the Rev. John R. Keep, of Hartford, in one or two of his recent articles in the *Annals*, upon the method of teaching by methodical signs, and some strictures upon this method as practised by the late Mr. Jacobs. It is but just to say that the impression which his article entitled "The Sign-Language" sends abroad is, that the system of Mr. Jacobs was one at least fanciful, if not absurd, and only an offshoot of one that was long ago discarded as the hallucination of a less intelligent age. A stranger, desiring to become acquainted with the best methods of instructing the deaf and dumb, and reading over the literature of the profession for information, would certainly get the impression from Mr. Keep's article above mentioned that the theory and practice of teaching at this institution were considered impracticable, and long ago abandoned for *improved* methods in the oldest institution in the country. If Mr. Keep's statement of Mr. Jacobs' system was accurate, there would be ample foundation for the criticisms which he made, and for others even more severe. But I hope to show that Mr. Keep's impressions are far from correct, and that, so far as this institution is concerned, this literary vandalism—this breaking up of the grand old sign-language into its constituent elements, and its reconstruction into a new one, modelled after the English idiom—which the advocates of methodical signs have undertaken and recommended, is not the scholastic delusion nor the insane destruction of time-honored institutions which it is represented to be; is not a revolution backward, but one forward and upward; for I am willing to be classed with those who give in their adherence to this

system, and believe that it is founded on correct natural principles, and that Sicard, though committing many blunders, such as are nearly always incident to first attempts, "builded better than he knew."

If Mr. Jacobs had never made any publication of his method and of the principles upon which it was based, that he should be misunderstood would occasion no surprise. But he has written so much and so plainly that I had not thought, until recently, that there was any room for misapprehension. And as he has by his book of Lessons, and by articles in the *Annals*, put himself before the profession as an authority upon the subject of the philosophy of signs and of the methods of instruction, I think his friends are fairly entitled to a hearing in his behalf. But what I shall undertake to say in reference to his system will be more concerning its practical working in the school-room than as to the correctness of the theories or principles which form its foundation, for he clung to no abstract speculation which would not endure the rigid ordeal and test of school-room practice.

According to Mr. Keep's interpretation, the system of Mr. Jacobs was "based on the same idea as that of Sicard, viz: that unless the order of words in written speech is indicated by signs made in that order, written language will never be really mastered by the deaf and dumb." This affirmation, taken as a premise, Mr. Keep thinks, drives one inevitably to a conclusion which is an absurdity. But his reasoning is based upon an entirely incorrect assumption, for I do not understand Mr. Jacobs anywhere to assert that the ordinary congenital mute can, by the aid of signs in the order of the words, or by natural signs, or by both, thoroughly master the English language. On the contrary, he sorrowed continually, as have many others in the profession, that by all the methods of instruction of which he knew anything, he was unable to give his pupils a complete mastery of language. But he practised teaching by signs in the order of the words for this reason: the idiom of the sign-language is so different from that of the English, that a deaf-mute, to whom the ideas of the English sentence were always con-

veyed solely by signs in their natural order, would encounter far more difficulty in interpreting his thoughts in correct English than would one before whom, during instruction, the English form and idiom were continually presented, by making a sign for every word in the order in which it occurred in the sentence, and that the work of acquiring the command of the English idiom would be accomplished, not only with more facility, but also in less time, *if ever accomplished at all*, than if he were compelled to translate always from colloquial signs. By continual repetition and association of the words and signs together in the English order, the deaf-mute falls into the habit of expressing his ideas in the English form more readily than when he is compelled to make a leap over the chasm which yawns between signs and the English language, which oftentimes seems to be for him a blind leap in the dark. But granting that the advocate of methodical signs holds to the doctrine of Sicard, as quoted above, I do not perceive that he is narrowed down to the conclusion to which Mr. Keep would force him. His argument is, that the advocate of this system affirms that unless the mute is taught by signs in the order of the words, he will never learn to write English correctly, and that he will in all fairness admit also that such ideas as are easily comprehensible by children are expressible in the sign-language; and then, if he makes this admission, "he shuts himself up to the absurdity of saying that a perfectly clear idea of the thoughts contained in a sentence may be communicated to the mind, yet the sentence itself as given in signs not be translatable into verbal language." The logical sequence is not very apparent here. It strikes me simply as a *non sequitur*. Moreover, any form of statement of the fundamental principle of this system which justifies the inference that by methodical signs deaf-mutes do master our language is radically incorrect.

Again, it seems incomprehensible to the opponents of this methodical system how clear, accurate ideas of occurrences may be communicated by means only of signs in the order of the words. For, say they, the sign-language is a

pictorial language, and actions, occurrences, or a series of actions, must be represented before the deaf-mute by a pantomimic reproduction of them, and unless this is done, only a dim glimmering of the ideas in a sentence can be conveyed to him. It is true the sign-language is pictorial in its character and founded on pantomime, and scenes described in it must be made to pass before the mind as present, etc. But I am disposed to differ with Mr. Keep as to the vividness and fullness of the ideas that can be communicated to mutes by signs in the English order, in connection with words. And just here is one of the main points of difficulty with the opponents of methodical signs in understanding and approving Mr. Jacobs' system. Mr. Jacobs used signs methodically only in a rational, practicable way, and only in connection with other processes which rendered it certain that the mute clearly comprehended the language taught. Before undertaking to teach a sentence by signs in the order of the words, he would take up every difficult word and idiomatic phrase—such words and phrases as would not be readily comprehended by the pupil from seeing the succinct natural signs for them—before entering upon the sentence itself, thus removing all cause for obscurity, and avoiding the necessity of too much use of natural signs. Persons present are selected to represent persons described, and diagrams are made to represent the relative position of distant places. All previous elucidation and illustration are given in the natural language of signs, except so much as is given in written examples on the most difficult words and phrases, these being dictated by the manual alphabet, in simple language, and taught by methodical signs. Then, when difficulties and obscurities have all been removed, the sentence is spelled over by dactylology, and explained word for word by signs for each word, in the order in which it occurs. Thus the words all being easily understood, the pupil encounters but little difficulty in taking in the meaning of the whole sentence. While those who teach by the natural method, as I understand it, take up a sentence or passage containing divers

new, difficult words, without any previous explanation and illustration of words and phrases by either signs or written examples, and teach it by spelling it over, and then giving a free translation, or rather interpretation, in natural colloquial signs. As a matter of course, the pupil will not, and cannot, comprehend the meaning of it without a good deal of circumlocution and digression—a dwelling now upon this word and then upon that, and then upon the main thread of thought—and, withal, a very liberal use of the natural language of signs, and often even of pantomime. By the latter method, the mute may get a very good idea of the meaning of the sentence as a whole, but he will assuredly have but a dim and shadowy idea of the signification of many of its words and idiomatic expressions—so very vague that he will hardly be able to treasure them up in his mental storehouse and make appropriate use of them upon occasion; while by Mr. Jacobs' method he will have a clear perception, not only of the meaning of the sentence or passage, but also of the individual words. I have spoken of this method of illustration of words by example as a part of a system originating in this institution. Teaching deaf-mutes by written illustrative examples on the use of words certainly did not originate with Mr. Jacobs, but the manner in which this exercise is employed here is, I think, undoubtedly peculiar to him and to this institution. Mr. Jacobs once told me that when he went to Hartford to learn the sign-language it was the custom there to teach a lesson, and afterwards, if the teacher thought any of the words had not been fully comprehended, illustrative examples were taught. This practice he pursued for some time after returning to Kentucky. But one day, many years ago, when the teacher had to prepare manuscript lessons for his class, he accidentally got his examples written in his blank-book before the lesson, and finding the lesson so much more easily explained and understood after teaching the examples first, he followed this plan ever after. As far as my acquaintance extends, this laborious work of illustration and exegesis of words beforehand is not practised any-

where else. Few teachers have the patience to go back and pick out all the difficult words of a lesson already taught, and elucidate them one by one. The disposition is to hurry on to new and more interesting matter. This much I have digressed to relate, lest I be chargeable with claiming for our late principal more than was his due. To proceed: without this previous illustration and exegesis there are sentences of almost daily occurrence in the routine of lessons which no teacher can explain without a protracted and vigorous use of colloquial signs. Take, for example, the sentence about the Kentucky legislature,* which was given in signs to the pupils of the high class in the American Asylum, to be written out in their own language: *Mr. Day said a few days ago, in Boston, "I noticed lately that the Kentucky legislature voted to remove their capital to some place 'hereafter to be designated;' in other words, that it should be put on wheels, until, in their mode of doing things, the location should be raffled for.*" The apology was afterwards made that this sentence, being a difficult one, containing new and figurative words and slang phrases, only a partial idea of it could be given to the pupils of the high class, even in natural signs, and that therefore they could render it very imperfectly in language of their own selection. Now, with reference solely to giving a class of deaf-mutes a distinct idea of such a passage as the above, of both words and thread of thought, I am firmly persuaded a better idea can be conveyed by the aid of previous illustration and methodical signs than can be given by a free use of colloquial signs only, and that it can be done with fewer signs.

Again, while scenes and actions are depicted to the mind of the deaf-mute most easily and vividly by the natural language of signs, and communication in this language is most congenial to him, yet it is conceded on all hands that to learn to understand and use a written, cultivated language, he must learn to conceive of things as do those to whom

* See *Annals*, vol. xiv, page 91.

this written language is their vernacular. How do we, whose mother-tongue is the English language, conceive of things, and get accurate ideas of scenes and actions? Having a thorough knowledge of the signification of words, and of their relations to each other in a sentence, when familiar words are joined together in a sentence we are able to form in our minds a picture of the scene or action the ideas of which are embodied in the sentence. Having the elements of a picture, we are able to put those elements together into such relations as to portray to ourselves such combinations as are sufficiently full and accurate for all practical purposes. Do not we all, in reading works of fiction, as the Waverly novels, for example, in which are given vivid and faithful descriptions of persons, scenes, and actions, depict for ourselves mental pictures of these as we read them? We know what a hotel is, and what a stairway, and a landing on a stairway, and a pistol, and a man, and the action of walking, and the firing of pistols, and wounding and falling down, etc. Well, then, when we read in a newspaper that Stokes stood on a landing on a stairway in a hotel in New York, and fired a pistol down the stairs and shot Fisk as he was coming up, and that Fisk fell back wounded, etc., we picture this scene to our minds with sufficient fullness and vividness without the aid of a great wood-cut to make it intelligible. So the mute can do—must do—does—if he attains any substantial familiarity with the English language. If I say to one of my little pupils who has progressed far enough to understand the words, "*Go and bring me a drink of water, and I will give you an apple*," I feel pretty well assured that while she is gone on the errand she is forming a picture in her mind of her teacher taking an apple from his pocket or table-drawer and handing it to her, without the necessity of my describing the action to her beforehand in natural signs or in pantomime. So, I do not perceive the slightest difficulty in interpreting clearly to a class, by the use only of natural signs used methodically, the examples given by Mr. Keep in his last article on the sign-language, viz: "*A man stamped on a snake's head;*" "*Two*

*boys were fighting. One struck the other. The other struck him. Both were angry.*" In the first example, by a full explanation of the words beforehand, and a judicious use of methodical signs, and using the old grammatical sign to denote the relation of the verb to its object, and all this coupled with the pupil's ability to form a partial idea himself of the act, I perceive no obstacle in the way of his understanding the sentence. In the second, selecting two boys present in the class to represent the boys fighting, and describing the scene as though the two boys present were the actors, the teacher, if he understands the sign-language thoroughly, will be able to give even to the most ordinary mute, by signs in the order of the words only, a vivid enough portrayal of the fight, even to the angry countenances of the parties. Of course, sentences like the above may easily be taught the deaf-mute in colloquial signs only long before he can understand the English words that compose them; but I am speaking now of the mute under instruction, for whom the difficulties of language should be graduated to his ability to understand and overcome them. Signs in their natural order, pictures, diagrams, apparatus, everything in reach being freely used in the exegesis of words, there remains no necessity for anything beside signs in the order of the words, and oftentimes not of these.

I think we "honor" a pupil's "capacity" more when we give him a sentence, the words of which have been explained to him beforehand, and let him try to form an idea of its meaning unaided, than when we translate the whole to him in the sign-language without any effort on his part. In the latter case, I think he is decidedly in "leading strings." He is taken under the arms, as it were, and lifted along without any encouragement to mental exertion; in the former, he is encouraged to grasp at the idea himself, and depend on language for ideas, and not alone and always on signs. But it is not worth while to discuss this point further, for upon this part of the subject of instruction the advocates of the two systems will not be likely to agree.

In summing up, then, I believe one of the most important differences between Mr. Jacobs' system and what may be called the natural system is in the *use* of the natural language of signs. Mr. Jacobs would use it in the elucidation and exegesis of words, while Mr. Keep would use it in the explanation of the text of a lesson; and Mr. Jacobs would use both colloquial and methodical signs, while Mr. Keep would use only the former. The two systems may be illustrated by the figure of the agriculturist bringing under cultivation a piece of new ground. The advocate of the natural system would plough around stumps and stones and roots, while Mr. Jacobs would pull out and clear up all obstacles and impediments beforehand, and be able to go forward without halting, and make a straight furrow. If asked what is the gain in using signs in their natural order *on words* only, it is sufficient to reply that it is the form of expression—the order of the words—that is to be impressed upon the mute's mind, as much as the information contained, or more. It is not to be denied that examples can be produced which it would be exceedingly difficult to teach well by methodical signs; yet the rule is not invalidated on that account. On the other hand, many examples can be found which it would be impossible to get the mute to use correctly by giving him sentences in signs to be translated into written language, because they contain forms of expression for which the sign-language has no equivalent.

Then, these logical and conjunctive particles in our language, which are wanting in the sign-language, can be taught by illustrative examples and methodical signs, and the mute enabled to comprehend their value and use. By natural signs, and without illustration, I do not see how they can be taught at all fully; and those other words and idiomatic phrases of which our language is so full, and which have no equivalent in the deaf-mute vernacular, may thus be thoroughly taught and explained. According to Mr. Keep's own admission, the sign-language is very limited in its range. A pupil, therefore, whose school exercises are limited mostly to the translation of sentences from collo-

quial signs, will necessarily have a very limited vocabulary and range of language. We would have him made able to go beyond the range of natural signs, and express readily in language ideas which he could not express without difficulty in signs. We would have him become familiar with a wide range of forms, and be able to read and understand what he could not write. By the method pursued, all forms of expression may be taught; and the beneficial results of teaching by illustrative examples have been found so great here that it is kept up through the whole course. In the younger classes, the most difficult examples are preserved and studied and recited, while in the highest class they are only given orally during recitation; and the pupils are required, in all cases, to form examples of their own upon each word illustrated, to test the accuracy of their knowledge of its meaning.

Again, Mr. Keep argues that the structure of the sign-language is so different from that of the English that the collocation of signs in the order of English words so utterly destroys the structure of the sign idiom that the signs are unintelligible to the deaf-mute, and fall upon his eye as dull, meaningless forms. There is, undoubtedly, too much stress laid upon this point. That the words of a sentence may suffer considerable inversion or transposition all our written languages afford ample evidence. The poetry and prose of many of the best writers in our own language are sufficient to cite as examples of this. And I am loath to admit that the transpositions, even in our poverty-stricken language of signs, rendered necessary in using the signs methodically, are productive of that complete mental obfuscation which the opponents of this system affirm. Children can be accustomed to one form of idiom as easily as another. Mr. Keep gives it as one of the most striking features of the sign-language that the object is placed before the action.* In using signs in the order of the words, we simply place the action before the object. In signs, the adjective, so to

* *Annals*, vol. xvi, page 224.

speak, is placed after the noun. In conforming signs to the English order, this order is reversed. These inversions certainly are not destructive of all clearness of ideas; every English-speaking person who learns French must learn to make the same transpositions. There is a limit in the transposition of words, beyond which all force and perspicuity are lost; but I have the very best of proof that we do not go beyond it in using signs methodically. But the test of facts is the best test. Deaf-mutes would not be apt to like any plan that was not intelligible, and I find by inquiry that they nearly all of them prefer teaching by dactylology and methodical signs to lessons taught by natural signs from the black-board. And we have the testimony to this effect of intelligent educated deaf-mutes, who have been under instruction in different schools, and have been taught by both methods.

As to the question of what gives facility in writing, both the free and the literal translation of sentences from one language to another have their value. The habit of giving free, off-hand renderings in translation gives great facility and command of language. But the slavish literal translation of word for word has a value of its own, which ought not to be despised. It helps to give the student an accurate knowledge of the structure of the language he is acquiring, which is indispensable, and upon which true facility and accuracy in translating very much depend. By it is obtained a clear perception of the genius and idiom of a language, and a much greater confidence and command in the use of it. No one can be said to have a perfect command of a language who does not understand the exact meaning of its words, although he may be able to express his ideas in it. My own experience in the study of language is that literal renderings enable me to retain peculiarities and idioms far more easily and readily than a free translation of the ideas alone. The construction of a sentence according to the idiom of a foreign language, and in the words of our own, is a sort of stepping-stone over which we may go steadily and with confidence. On this account, then, an *ordo* is valu-

able. But I would not have the *ordo* of Virgil. That was to the student of Latin what English is to the mute. I would reverse the process, and have an *ordo* of signs, not of English—not of the language he learns, but of his own vernacular. Most children must learn to crawl before they can walk; so deaf-mutes, on learning the alphabet, do not, Minerva-like, spring full-fledged into the command of a nice, smooth style of composition. The difficulties, moreover, of the speaker of one cultivated language in acquiring the knowledge of another such language, are far less than those of the deaf-mute who, with his meagre language of signs and his restricted means of communication, undertakes to master English. The problems in the text-books of arithmetic, which the speaking pupil can solve easily and without help, are found posers indeed to the mute, even with the best help. So, in learning language, he needs much more assistance than one blessed with a knowledge of sound. He needs just that kind of assistance which is given by signs in the order of the words. And if we can enable him to understand the forms and meaning of language by such signs, what need is there of any natural colloquial signs?

Methodical signs, to be used effectively, must be used as we use them. A new teacher, accustomed to a different method of teaching, who, in order to test the practicability of this Sicard-Jacobs system, should take up sentences from geography or history, and undertake to teach them by making a short sign for each word in its order, would soon find himself in deep water, and jump to the conclusion that it was a cumbersome and unwieldy, if not nonsensical process, and greatly inferior to colloquial signs. Our late principal, though a strong advocate of the use of methodical signs, never sacrificed any substantial good for the sake of a mere philosophical idea. He always impressed strongly upon the young teachers around him that if they failed to make their pupils understand their lessons by the use of signs in the order of the words, by all means to use colloquial signs — pantomime — mimicry — anything—until they were fully satisfied they had made plain to the pupils the matter

in hand. He considered *perspicuity* an essential quality of good signing, and therefore he made it the first among the rules for signing given in the preface to his Primary Lessons. He used to tell us that it was a rule of Dr. T. H. Gallaudet, (and he thought a good one,) in the explanation of any difficult part of the lesson, to keep his eye on the dullest pupil in the class, and if this one caught the idea, the rest would. This is certainly a safe rule to follow for the pupil, but not the most pleasant one for the teacher. It ought to be an easy matter for a teacher to know whether or not his instructions are thoroughly apprehended by the pupil, whatever the method he may employ. And any order of signs in teaching that is not both intelligible and improving to the mute ought to be abandoned, and forever. For, unless our signs are perfectly intelligible, no real, substantial progress can be made, either in general knowledge or in the acquisition of language.

It is a fair inference from Mr. Keep's treatment of the subject of methodical signs that he supposes that where they are used in instruction, colloquial signs* are banished from the institution, and a language reconstructed out of the ruins of the sign-languge is inaugurated in its stead, and required to be used for all purposes and at all times. Hardly anything can be farther from a correct impression as regards this institution. To undertake to require deaf-mutes of every stage of progress in education to use signs in the English order out of school is to undertake to perform an impossibility, and is simply ridiculous. No one was better aware of this than Mr. Jacobs. He never required the use of signs in the order of the words, except in the hands of the teacher and in the school-room. His pupils used the sign-language, and were permitted to use it out of school *ad libitum*. His own rule, however, was never to permit them to communicate with him by signs. Unless the case

* By *colloquial signs* I mean the sign-language, or the use of signs in their natural order, and this only; by *methodical signs* are meant natural signs, used in the English order; nothing more.

was urgent, he required the pupils to make known their wants to him by writing or by the manual alphabet, thus requiring of them daily use of the English language out of school. And notwithstanding our pupils are taught lessons by signs in the order of the words, I have never observed that in conversation they used their vernacular with less perspicuity, impressiveness, and readiness than the pupils of other institutions where methodical signs have been discarded. I taught one pupil a few years ago who frequently used signs in the order of English words in talking to her companions, and she seemed never to have the slightest difficulty in making them understand her. It was a curious case, and the only one I have ever met with in fifteen years of intercourse with deaf-mutes. I think it "Quixotic," indeed, to suppose that the advocates of methodical signs encourage and require the use of them out of school. It might as well be argued that because it is necessary to have speaking pupils decline nouns, conjugate verbs, and compare adjectives in order to teach them grammar, it is absolutely necessary to require them to go through various inflections and declensions of the words of every sentence spoken upon the play-ground as soon as it is uttered.

Though the method of giving religious instruction in this institution was published some years ago, it seems necessary to put on record a second time that methodical signs are not used in giving moral and religious instruction. On the contrary, upon these subjects the teacher is expected to use colloquial signs to an extent that is limited only by his ability to do so. And if any of the opponents of the methodical system should retort upon us that the fact that we always use colloquial signs only where we wish to convey clear and important ideas is a confession that signs used methodically are inadequate to giving proper lucidness and vividness to our instructions, our reply is, that they are not used here for various considerations, some of which may be given. The language of the religious text-books is so simple and plain and easily understood, that but little illustration is needed. And the time of giving religious instruc-

tion—the Sabbath—is not proper for such exercises. The illustrations and explanations of the weekly lessons in the class-room remove, in great part, the necessity of any illustration. The *superficial* meaning of the text is easily conveyed, therefore, and the language is of secondary consideration. In religious instruction, the prime object is not to teach language and grammar, but to make an impression upon the heart of religious truths and duties. And in teaching the Bible the chief difficulty and labor is not with the language, but in bringing out the figurative and profound spiritual meaning of the text, and the effort to draw from it the lessons which will affect the heart and life of the deaf-mute. And methodical signs are not at all adapted to this purpose. The sign-language in such cases is the only proper means of instruction. Within its compass, as an instrument for making lasting and affecting impressions upon the soul, it has no superior among the languages of earth, so far as my knowledge of language extends. The fundamental truths of the Gospel are repeated over and over so often in the Bible that whatever may be lost by obscurities of language at one time may, by proper diligence, be gained at another. But the plain sense of the text *may* be taught by methodical signs, if any one desires. Certainly, Dr. Peet's Scripture Lessons and the Gospels may be thus taught, if anything can.

I hope, then, from the foregoing explanation of the extent to which the methodical system is followed here, that it will be understood it has never been erected by either the past or present administration into a Procrustean bed, upon which the forms of language are laid, and to suit which everything is sacrificed, even to the good of the deaf-mute, in order to meet its requirements. If there is anything good in this system, as modified by Mr. Jacobs, it will bear criticism, and even ridicule. And it is no little consolation to us, who are teaching by methods which he upheld alone, I believe, for long years against strong opposition, that, after his death, these methods are gaining rather than losing in estimation. It is something of a straw in the wind of doc-

trine that from the president of the National Deaf-Mute College we should have a word in favor of teaching *by signs in the order of the words.** From one in his high position utterances upon the methods of instruction are not likely to be published without mature consideration and strong assurance of correctness. From the signs of the times, who will gainsay that it is possible the "cumbrous and unwieldy" machinery which was tumbled overboard at Hartford so willingly, in 1835, may yet be brightened up, and be found the best machinery after all? All that is necessary to use it to advantage is to put on a governor, and not use it to excess, or run it into the ground.

But whatever may be said of methodical signs as an inferior means of instruction, they are infinitely to be preferred to that method of using colloquial signs which I have seen practised, viz: writing upon the black-board sentences full of difficult words, and then pointing to each sentence in turn, and giving its meaning freely in the sign-language, without making any signs whatever for the individual words. Teaching by illustrative examples and methodical signs is undoubtedly a more laborious work than by colloquial signs alone, and this plan may be rejected by some on that account. By the latter method, the teacher may get over the pages of his text-books more rapidly; but *hasten slowly* is a good motto. All progress is not advancement. While, by the methodical system, progression is slow, greater thoroughness is secured; and ample compensation is found in the fact that pupils may be advanced from one text-book to others more difficult with greater ease and rapidity than by any other plan ever tried here. It has recently been objected† to Mr. Jacobs' book of Primary Lessons that in it sufficient attention was not paid to the "graduation of difficulties." This little book is but an outgrowth and exponent of the system followed in this institution for forty years; and whatever objection may be made to it as to "philosophical order and the graduation of

* *Annals*, vol. xvi, page 32. † *Annals*, vol. xv, page 247.

difficulties," may stand as an objection to the whole system of instruction. But no difficulty has ever been found here in the graduation of difficulties in this book, for, since it has been in use, classes have been prepared for such studies as geography and history fully a year sooner than before its publication. If, then, those things which seem insuperable difficulties to others by the methodical system vanish like thin air, it is an undesigned testimony and compliment of no trifling character to its value and correctness, for which, in my own name, I tender thanks to those who have thought fit to bring forward this objection.

This article has grown to a much greater length than I had anticipated. I will say only one word as to the relative results of the two systems of instruction. I have tried both for my own satisfaction. I have seen pupils brought together who had been taught by different methods, and sufficient opportunity was allowed for comparison, and my observation has been that those deaf-mutes who are taught by colloquial signs make a far worse jumbling up of words in composition than those taught from the beginning by methodical signs. It is found, moreover, that the average of congenital mutes taught by the latter method are quite as well informed and write as well as the average of pupils who have come to us from other institutions that discard it. This institution has no high class, yet it can show graduates who have attained nearly a perfect command of the English language, and who write with quite as much correctness as any I have met with who have been educated under a different system.

The use of methodical signs may be protracted too far in the course of instruction. There is a time in a seven years' course when I think the highest good of the pupil will be attained by ceasing to give him instruction by *any system* of signs, and throwing him upon his own resources, and requiring him to dig out the meaning of his lessons by his own exertions as much as possible, and aiding him with the sign-language only in difficult places. But I will not stop to discuss this point now.

Mr. Jacobs wrote much upon the subject of methodical signs and but little upon the sign-language, yet it is a great mistake to suppose that he undervalued the latter as a means of deaf-mute instruction. I doubt whether any member of the profession put a higher estimate upon it, when rightly used. Not only so, but he added much to the language in the way of new signs, and rules for signing, that have proved of immense value to his successors. He took great pleasure in instructing the young teachers who were trained up in this institution in the knowledge of the sign-language, and was very careful in correcting them in the errors they were likely to fall into by association with partially-educated deaf-mutes. He highly valued the instructions he had received from Mr. Clerc, and strongly impressed upon his teachers and pupils here the great worth of Mr. Clerc's labors in transmitting an accurate knowledge of the sign-language to American instructors. All that Mr. Jacobs did, in the way of changing the system he learned at Hartford, was to modify it. And certainly it needed modification, if Mr. Keep has given us a correct statement of its leading features. For to make the grammatical sign, together with the natural sign, for every word, every time it was used, must undoubtedly have been a wearisome labor of soul and body to both teachers and pupils.

The sign-language will eventually degenerate greatly unless the utmost care is exercised in its transmission from generation to generation of speaking teachers. I once made the acquaintance of a gentleman who had been the principal of a state institution. He had accepted the position without having the slightest knowledge of the sign-language. He told me that when he had applied to a distant institution for instructions as to how to proceed to acquire it, he was informed that if he could find a deaf-mute who had been educated he could acquire it from him. When I saw him a few years after, he had given up the profession, as if in disgust. This acquisition of the language by association with pupils and other partially-educa-

ted deaf-mutes, if practised to any great extent, will so adulterate it that it will soon be hardly intelligible. Though deaf-mutes may use the language with the greatest facility and grace, few of them understand the structure of it, or the reason and origin of signs. Even educated deaf-mutes are in the habit of abridging and syncopating, so to speak, very many of their signs in their conversations with each other, which, while they are perfectly significant to them, convey but little meaning to the speaking student of the language, and some signs are so changed as to bear scarcely any resemblance to the beautiful original. I have observed with some astonishment that pupils from different institutions do not always understand each other when talking by signs. This arises from the fact that different signs are made in different institutions for the same thing. And should variations in the sign-language go on for the next hundred years to the same extent that they have in the last forty, the glorious, universal, natural language, of which the pioneers of the profession used to speak so proudly, will have settled down into a score or two of provincial dialects. And while not praying devoutly for such a consummation, I do not believe it would be the worst thing that could happen, for, in proportion as our educated deaf-mutes fail to understand each other by signs, they will be forced to rely upon written language. I do not believe it is too much to affirm *that the reckless use and imperfect command of the sign-language has done a thousand-fold more to mar its integrity and destroy its force and beauty than the use of it methodically has ever done.*

In conclusion, the American Asylum occupies such a position, by reason of her age and as "the mother of us all," that any declaration of the methods of instruction coming from her instructors is likely to carry great weight with it, and therefore I have felt that Mr. Keep's recent strictures placed our institution and our late principal in rather a false light, and demanded some correction. Yet I have derived great pleasure and profit from his articles on the sign-language. Indeed, he has written nothing that I have

not been benefited by perusing. His exposition of the genius and structure of the sign-language is certainly very masterly, and well calculated to be of great benefit to the younger members of the profession.

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## "TEXT-BOOKS" AND "MUTISMS."*

BY JOHN R. BURNET, M. A., NEW YORK.

It is very true, and probably ever will remain true, that the teacher of the deaf and dumb does "not accomplish all he might desire," unless he limits his desires to his ability; and still less "all that might be expected of him." All of us, however, feel that it is possible to do better than we have done; and any discussion is interesting that promises to disclose the "obstacles" that "lie in the way of the greatest success."

When we find enumerated among these obstacles the text-books which for a quarter of a century have been used in most of the American schools for deaf-mutes, and which, by the fact of such general use, are admitted to be the best produced during more than half a century by the many able teachers who have devoted much time and thought to the preparation of lessons suitable to begin the instruction of a class of deaf-mutes, we are naturally startled. But, great as is our respect for the venerable author of the text-books in question, we do not wish any teacher to take their merits upon trust. Let every objection made to them be fully and fairly investigated.

I have never yet met a teacher of deaf-mutes who maintained that "the *ultimatum* has been reached, or that *finis* has been appended to all text-books, without chance of addenda, supplement, or errata." In the very paper cited as the subject of the article before us, the venerable author of the text-books specially aimed at observes: "The text-books now in use may doubtless be improved; somewhat,

* "A Few Words on Text-Books, etc.," by William H. Latham, M. A. (*Annals*, vol. xvii, page 47.)

probably, in the order in which the difficulties of language are introduced; a good deal, certainly, by the introduction of new illustrative sentences." And his able and accomplished son, in the second paper cited, proposes several changes in the order of the Elementary Lessons. The truisms cited above are, therefore, manifestly a mere beating of the air.

Advancing a few pages, we find that, in the view of the writer of the article, "the principal defects" of Dr. Peet's books "were *verbiage*, or a plethora of words, unimportant phrases, and formulas; that their arrangement was illogical and arbitrary; and that their use—even their proper use—was calculated to engender and foster idioms and mutisms."

The charge of *verbiage* it is hardly worth while to discuss. It is a mere matter of opinion, on which every teacher will decide for himself. If the teacher finds anything which he judges to be *unimportant*—which I, for one, do not—he will pass it over, or touch lightly on it. The charge of illogical arrangement seems to me to be particularly inappropriate, and I suspect the writer who makes it has notions on the subject of logical arrangement peculiar to himself. On such accusations as these I am content to oppose opinion to opinion, and let teachers judge.

The third charge, that the use—*even the proper use*—of Dr. Peet's books is calculated to engender and foster idioms and mutisms, (the "idioms," I suppose, are of course deaf and dumb idioms,) seems to me as absurd as would be the charge that reading the Bible "fosters" immorality. Every one must have observed that many of those who read that book become immoral—that all are sinners, more or less, and that there is from generation to generation a repetition of much the same sins. We are, however, wise enough to know that those who read the Bible are sinners because they are human, and not in consequence of, but in spite of, the inculcations of that holy volume. The deaf and dumb write with "idioms and mutisms" much the same, whatever text-book is used, because they are deaf and dumb.

The writer of the article before us proposes to make "the

starting point of the process" of instructing deaf-mutes a simple sentence, *e. g.*: "A cat catches a mouse;" "A cat lick milk." Will it surprise him to hear that the same or nearly the same idea has been more than once broached and carried into practice by eminent teachers?

More than fifty years ago a distinguished French teacher, the Abbé Chazottes, of Toulouse, formed the theory that all words should be taught in complete sentences. There is an outline of his theory, with copious specimens of his lessons, in the Fourth Paris Circular.* His views were embraced by other French teachers. When Dr. Peet and his son visited Paris, about twenty years ago, they found that three of the professors of that celebrated institution—one of whom had been a pupil of Chazottes—used in their early lessons either a series of sentences, like those proposed by Chazottes, or other series more like those of the Indiana teacher.† One, for example, introduces the name of every object in such phrases as: "Bring a book;" "Bring a slate;" "Show a house;" "Show a horse;" "Lift a stool;" "Kick a ball," etc. Another in such phrases as: "I see a horse;" "I see a lion;" "He sees a bird," etc.; while a third, in search of rigorous logical simplicity, begins with a series of such directions as: "Henry, stand;" "Henry, sit;" "Louis, kick;" "Philip, laugh;" "George, run."

This last, by the way, was the beginning proposed by Professor Valade-Gabel, in a book designed to enable teachers of common schools to educate the deaf-mute children found in their vicinity. The plan was zealously tried, but proved a mere waste of time and effort;‡ and though where these methods of instruction are practised by able teachers, in regular institutions, the results have been respectable, it was never claimed for them that the pupils thus taught were not as liable to write with "mutisms" as deaf-

* Quatrième Circulaire de l'Institut Royal des Sourds-Muets de Paris, 1836. (See page 149 and on.)

† See the Thirty-third New York Report, page 106, and its Appendix, page 274.

‡ See the Forty-sixth Report of the New York Institution, pages 49, 50.

mutes, under equally good teachers, who used the methods that begin with names of familiar objects and pass to qualities and actions, like, for instance, the published lessons of Bébian; of the able British teachers, Watson, Baker, and Anderson, and of Dr. Peet.

It is a fact, remembered probably by few, that a plan closely resembling that proposed in the article before us was tried in the New York Institution nearly forty years ago. After the pupils had learned to write eighteen or twenty names of familiar objects, the teacher introduced his class at once to complete sentences, *e. g.*: "Cat eats meat;" illustrated by a cat nibbling a plate of meat before the eyes of the class.† The present writer watched this process, and rather admired it at the time. He can testify that the pupils thus instructed made very fair progress whenever the lessons were put in practice by an able and zealous teacher. But he also knows that still greater progress was made by classes—whose advances he had afterwards opportunity to observe—taught strictly according to the order of Dr. Peet's Elementary Lessons. And the liability to "idioms and mutisms" was at least as great with the pupils taught on the former method as on the latter.

The peculiar "idioms" or errors into which deaf-mutes are so apt to fall, under whatever system instructed, are owing partly to the universal habits of thought among the deaf and dumb, which, as every teacher knows, differ widely from the habits of thought among those who hear and speak; partly to the difficulty of remembering the order of words, when their succession is to be traced only by the eye and fingers and not by the ear; partly to an inability to perceive the nicer shades of meaning marked by grammatical forms and particles, to which there is nothing corresponding in their own language of signs. The effect is that every born deaf-mute, whose instruction is imperfect, writes our language with as many "idioms" as a native African or Chi-

† See the Sixteenth New York Report.

naman.* If his instruction is left imperfect, he will probably settle into a dialect as peculiar as the "Pigeon-English" of Hong-Kong. Patient instruction, skilful illustration, endless iteration, and long practice, will bring either the deaf-mute or the Chinese youth, of good capacity, to use correct English. The teacher who, using Dr. Peet's books, does not succeed to the full measure of his wishes, is advised to try the effect of greater diligence—more frequent and constant repetition of words and sentences, especially in matters of living, daily interest, and the cultivation of a taste for reading. If he chooses to follow a method of his own, we would not discourage him, for when a teacher is discontented with the success of his efforts he may, very possibly, get up an enthusiasm for a method of his own devising, which, by promoting his zeal and diligence, may make his own success greater than by even a better method devised by others. But those who wish to know by what method a class of deaf-

* The following letter of a Chinese convert in California, taken from the *American Missionary*, affords a good illustration of the resemblance which the style of a Chinaman who is acquiring the English language bears to that of a deaf-mute engaged in the same laborious undertaking:

SAN FRANCISCO, *Dec.* 4, 1871.

I will try to give you a small description during the past month. Chung Moy who is in the third congregation school, he has given his whole heart to rely upon our wonderful Redeemer who has love us and gave his life for us.

He also prepare himself to join with us, but his companion rather have him wait for them to learn more knowledge of Christ.

A few evenings ago I spoke the 7th chapter 7th verse of Matthew. Ask and it shall be given you. Suppose a child fainted for food or starving for clothes, he would make a request to his parent for comfort, would they give what he ask, I should say they are willing to do as much as they can for their own child, but if he ask for a dagger or pistol they refuse him because it may do him a great harm for using such instrument. Or if a person ask his friend to lend him a hundred dollars for some important business with his laughing face toward his companion do you suppose his friend will give what he ask, No, because his complexion shew that his is not necessary to have what he request for he was only a fun, but if he ask in earnestly also show him the reason, he will success by getting it. So the Lord will give whatsoever we ask if we only trust him and do our duty as had commanded us and ask him with a right heart as the child did to his parent for comfort he will never refuse us.

Many other ways which I have spoken unto them but it would take up too much room to describe them all.

Our school at the Oakland city is increase the number from thirty to thirty-five. I have to come to an end, with my kind regard to you.

Your truly friend, G. GAM.

mutes, under an enthusiastic teacher, has actually made the most rapid advances, may safely adopt the general plan of Dr. Peet's Elementary Lessons.

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## REPORTS OF AMERICAN INSTITUTIONS FOR THE DEAF AND DUMB.

BY THE EDITOR.

In preparing this review we have taken all the institution reports that have been sent to the editor, and all, so far as we can learn, that have been sent to the Deaf-Mute College or the Columbia Institution. We would suggest to the principals of our institutions that in future they would promote the convenience of the editor, and make sure of his receiving all the reports, by sending two copies of each directly to him. The reports of this year that have not yet arrived and may come to hand hereafter we shall endeavor to notice in a future number of the *Annals*. In this article the reports are taken up in the order of the establishment of the institutions. Our aim, in each case, is to refer to those topics likely to be of general interest, making extracts when it seems desirable.

In the *Pennsylvania Institution* no change has been made in the corps of instruction, except the addition of one new teacher, Mr. A. L. Pettengill.

From the report of the directors we learn that an effort was made last year to ascertain the number of deaf-mutes in Philadelphia between the ages of six and twelve years, with the view of establishing a day-school, if it should seem advisable. Although the press of the city called attention to the subject, and requested the parents of such children to communicate with the directors, only four responses were received. Yet "there must be at least from eighty to one hundred deaf-mute children in Philadelphia between the ages of six and twelve years."

The report of the principal contains some interesting statistics and deductions therefrom; we quote a part of those relating to the sixty-seven new pupils admitted last year:

| Causes of Deafness. | Males. | Females. | Age when deafness occurred. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Congenital. | Under 1 year. | 1 to 3 years. | 3 to 5 years. | 5 to 7 years. | 7 to 9 years. | Unknown. | Totals. |
| Congenital | 12 | 15 | 27 | .... | .... | .... | .... | .... | .... | 27 |
| Scarlet fever | 5 | 9 | .... | 1 | 5 | 6 | 1 | 1 | .... | 14 |
| Spotted fever | 3 | 3 | .... | .... | 2 | 3 | .... | 1 | .... | 6 |
| Typhoid fever | 1 | 1 | .... | .... | .... | 2 | .... | .... | .... | 2 |
| Black fever | .... | 1 | .... | .... | .... | 1 | .... | .... | .... | 1 |
| Measles | .... | 1 | .... | .... | .... | 1 | .... | .... | .... | 1 |
| Disease of brain or ears | 2 | 2 | .... | .... | 2 | 1 | .... | 1 | .... | 4 |
| Whooping-cough | 1 | .... | .... | .... | 1 | .... | .... | .... | .... | 1 |
| Blow on head or a fall | 3 | .... | .... | .... | 2 | 1 | .... | .... | .... | 3 |
| Croup | 1 | .... | .... | .... | .... | .... | .... | .... | 1 | 1 |
| Stung by a bee | 1 | .... | .... | .... | 1 | .... | .... | .... | .... | 1 |
| Shot with a shot-gun | 1 | .... | .... | .... | .... | .... | 1 | .... | .... | 1 |
| Sickness | 2 | 1 | .... | .... | 2 | 1 | .... | .... | .... | 3 |
| Unknown | .... | 2 | .... | .... | 2 | .... | .... | .... | .... | 2 |
| Totals | 32 | 35 | 27 | 1 | 17 | 16 | 2 | 3 | 1 | 67 |

"Of the sixty-five families from which the sixty-seven pupils received during the year came, seventeen contain each more than one deaf-mute child. Eleven families contain each two; two families, each three; and three families contain each four deaf-mute children.

"In two cases the parents are first cousins; in three cases, second cousins. In one of the families where the parents are first cousins, and where there are two deaf-mute children, three uncles and two aunts on the father's side are deaf and dumb. In another family where the parents are not related, and where there are two mute children, two of the father's cousins are deaf and dumb; in still another, where there is no relationship between the parents, and where three of the children are deaf-mutes, an uncle of the mother is deaf and dumb. In one family where the parents are second cousins, there are thirteen children; the two eldest (boys) and the two youngest (girls) are mutes. In one family where the parents are first cousins, one child is deaf and dumb, and three first cousins of the parents are mutes. In one case, both of the parents and a brother of the father are congenital mutes. Three of the children in this family are deaf and dumb. * * *

"The disproportion in the numbers of the sexes formerly noticeable has been greatly reduced. The number of boys and of girls now in the institution is nearly equal, there being but five more of the former than of the latter. Last year the number of each sex admitted was the same; this year the females preponderate. This accounts for the larger number of pupils we have been able to receive this year. Heretofore the boy's side of the house has been full, while much room remained on

the other side. The reason for the increased number of applications for the admission of girls is matter of conjecture, nothing being positively known on the subject."

Mr. Foster calls attention to the fact that twenty-one of the sixty-six counties of Pennsylvania, including some of the largest and most populous in the State, are not represented in the institution. *There are three counties, with an aggregate population of* 150,000, *that do not furnish a single pupil!* "Either the parents of deaf-mute children in those localities do not know that there is such an institution as this in the State, or they are ignorant of its provisions and of the steps necessary to be taken in order to have their children admitted, or they are unable or unwilling to incur the expense and trouble of bringing them such a distance; or, finally, they do not understand the great importance of education to the deaf and dumb."

Last year the experiment of teaching articulation in separate classes was begun, sixty or seventy pupils being selected for trial. The number was afterwards reduced to twenty-five, as there was but one teacher, and the benefit received in a majority of cases was not sufficient to compensate for the loss occasioned by absence from regular classes. "The success thus far has been sufficiently encouraging to lead to the recommendation that this be made a permanent feature in the schools of the institution."

The changes in the *Kentucky Institution* have been the retirement of Miss Martha A. Stevens, and the appointment of Mr. Jas. G. George, a semi-mute graduate of the institution, and for some years past a teacher in the Missouri Institution.

The commissioners say in their report that *scarcely more than half* of the deaf-mutes of the State who are of suitable age are in the institution. "In the great majority of cases the fault lies wholly with the parents and friends." Certainly the most active and vigorous measures are called for to remedy this lamentable state of affairs existing in Kentucky and Pennsylvania, and to a greater or less extent in other States. Sending circulars to postmasters, tax-collectors, clergymen, school-teachers, etc., is productive of some

benefit, but fails to meet the necessities of the case. More effectual is the plan which Mr. Jacobs proposes to adopt, of canvassing the State with a few of his pupils, and giving public exhibitions. But until the education of the deaf and dumb is made *compulsory* in every State, there will always remain some persons of this class to grow up in ignorance, and be a curse to themselves and the community. We are glad to observe among the instructors and other officers of our institutions a growing inclination toward the principle of *compulsory education for the deaf and dumb*, so ably advocated by Mr. Noyes at the Indianapolis convention. We hope the time is not distant when this principle will be universally recognised and adopted.

We quote the following statistics of the ninety-eight pupils of the institution:

| | | | |
|---|---|---|---|
| Totally deaf | 53 | Inflammation of the brain | 6 |
| Hear more or less | 40 | Cholera infantum | 1 |
| Not ascertained | 5 | Spotted fever | 5 |
| Congenitally deaf | 43 | Ear-ache | 1 |
| Cause of deafness unknown | 2 | Scrofula | 2 |
| Deafness caused by disease | 53 | Use of quinine | 2 |
| As follows: | | Diphtheria | 1 |
| Scarlet fever | 14 | Eating jimson seed | 1 |
| Risings in the head and ears | 6 | Congestive chills | 1 |
| Cold | 3 | Hydrocephalus | 1 |
| Fever | 4 | Typhoid fever | 1 |
| Whooping-cough | 2 | Unknown | 2 |

The *Ohio Institution* has lost one teacher, Miss Latlirop, the teacher of articulation, who has become a teacher in the New York Institution; and has four new teachers: Miss Mary L. Brundige, who teaches articulation; Miss Jennie A. Shrom, Miss Ruth E. Hare, and Mrs. Adaline T. Evans. The last two are graduates of the institution. "Twelve ladies are now employed as teachers; and without detracting from the merits of our excellent corps of male teachers, eight in number, and needed in the older classes of the school, it is but justice to the ladies to say that they are proving themselves every way equal to the duties of their position."

The report of the principal gives the following description of the peculiar system by which the pupils of the Ohio institution receive instruction in the school-rooms and the shops in rotation:

"It was entered upon three years ago in order to avoid, if possible, two evils, before inherent in the trade department of

all large asylums. During school-hours, from nine o'clock to four, or from eight to one, as the case may be, the shops are, as the department is usually organized, necessarily empty, and the masters unemployed, unless they busy themselves in preparing work, as the saying is. Again, all necessarily go to the shops together, before or after school, or at both times, and, supposing three trades to be taught, as is the case with us, the boys, when two hundred in number, the number we actually have, would average over sixty to a shop. No master can give suitable attention to sixty apprentices at one time, however diligently he may prepare for it, or be sure that they are all of them even at work. A shop, if possible, should have its operations prolonged through an ordinary working day, and, in a large institution at least, should receive its complement of pupils, in successive sets, through the day. To secure these ends without detriment to the schools the following system has been pursued:

"The school is divided into three divisions, consisting at present of six, six, and seven classes. The day is also divided into three sessions, of two, two, and three hours, the first extending from half-past seven to half-past nine, the second from half-past ten to half-past twelve, and the third from two to five, with half an hour's recess at half-past three. At half-past seven the regular duties of the day begin. Two divisions go to their respective class-rooms, and the third is distributed, the boys to the trades, and the girls to the bindery and the housework. All are dismissed at half-past nine. At half-past ten, after the chapel service, two divisions go to their class-rooms and one is distributed as before, the boys to the shops and the girls to the bindery and the housework. All are dismissed at half-past twelve, the hour of dinner. At two o'clock, as before, two divisions go to school, and the third to the trades and the housework. All are dismissed at five. Thus in working hours, from half-past seven in the morning until five in the afternoon, two-thirds of the school are at school and one-third is at work. Every pupil attends school two sessions daily, and works one session. The average daily time spent at school is something less than five hours, and that spent in manual labor is about two hours and a half. To secure a fair distribution of time, and also a desirable variety, the whole system moves forward one session the first day of every month, so that those who work in the morning any month work the next month in the forenoon, and in the afternoon the month after that. Those who work in the forenoon any month work in the afternoon the next, and those who work in the afternoon any month work in the morning the next.

"This rotation is so generally understood by the pupils that, upon the first day of each month, the change to occur has only to be announced without explanation, and all go to their appropriate departments without confusion. The evils mentioned at the opening of this section have ceased to exist, and a system of adjusted study and labor has been reduced to practice,

which, it is hoped, will, in the history of the institution, prove to be highly beneficial."

Mr. Fay knows of 182 uneducated deaf-mutes in the State of Ohio, between the ages of ten and twenty, who are not at school.

The report contains various statistics of interest and value with regard to the pupils now and formerly in the institution. The alleged causes of deafness of the 1,252 pupils who have been received since the beginning of the institution are as follows:

| Causes. | No. | Causes. | No. |
|---|---|---|---|
| Not reported | 39 | Teething | 9 |
| Reported unknown | 96 | Rickets | 5 |
| Congenital | 423 | Erysipelas | 5 |
| Scarlet fever | 129 | Scrofula | 5 |
| Brain fever | 71 | Quinine | 4 |
| Spotted fever | 38 | Small-pox | 3 |
| Typhoid fever | 23 | Paralysis | 3 |
| Bilious fever | 4 | Diphtheria | 4 |
| Congestive fever | 2 | Ague | 3 |
| Typhus fever | 2 | Croup | 3 |
| Lung fever | 3 | Mumps | 3 |
| Yellow fever | 1 | White swelling | 2 |
| Catarrhal fever | 1 | Chicken-pox | 3 |
| Fever | 46 | Worms | 2 |
| Sickness | 99 | Dysentery | 2 |
| Sores in head | 73 | Neuralgia | 1 |
| Measles | 40 | Rheumatism | 1 |
| Cold | 32 | Bronchitis | 1 |
| Fits | 19 | Calomel | 1 |
| Whooping-cough | 21 | Cruelty | 1 |
| Accidents | 18 | Gout | 1 |
| Hydrocephalus | 8 | Swimming | 1 |

The alleged age when deafness occurred in these 1,252 cases is as follows:

| | | | | | |
|---|---|---|---|---|---|
| Age not reported | | | | | 242 |
| Congenital | | | | | 423 |
| Under 1 year | | | | | 185 |
| Over 1 | year and under | 2 | years | | 167. |
| " 2 | " | 3 | " | | 73 |
| " 3 | " | 4 | " | | 48 |
| " 4 | " | 5 | " | | 34 |
| " 5 | " | 6 | " | | 19 |
| " 6 | " | 7 | " | | 13 |
| " 7 | " | 8 | " | | 20 |
| " 8 | " | 9 | " | | 9 |
| " 9 | " | 10 | " | | 3 |
| " 10 | " | 11 | " | | 2 |
| " 11 | " | 12 | " | | 4 |

| | | | | | |
|---|---|---|---|---|---|
| Over | 12 | years and under | 13 | years | 2 |
| " | 13 | " | 14 | " | 2 |
| " | 14 | " | 15 | " | 1 |
| " | 15 | " | 16 | " | 1 |
| " | 16 | " | 17 | " | 1 |
| " | 17 | " | 18 | " | 1 |

The following table shows the length of schooling of the pupils who have been discharged since the beginning of the institution:

| When discharged. | 1st year. | 2d year. | 3d year. | 4th year. | 5th year. | 6th year. | 7th year. | 8th year. | 9th year. | 10th year. | Average length of schooling. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 y'rs the legal limit, 1830.. | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 |
| " " 1831.. | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 |
| " " 1832.. | 1 | .... | 1 | .... | .... | .... | .... | .... | .... | .... | 2 |
| " " 1833.. | 3 | 2 | 1 | 1 | .... | .... | .... | .... | .... | .... | 2 |
| " " 1834.. | 1 | .... | 1 | 2 | .... | .... | .... | .... | .... | .... | 3 |
| 5 " " 1835.. | 4 | 3 | 1 | 5 | 4 | .... | .... | .... | .... | .... | 3.12 |
| " " 1836.. | 2 | 2 | 1 | .... | 2 | 1 | .... | .... | .... | .... | 3.12 |
| " " 1837.. | 6 | 1 | 1 | 3 | 2 | .... | .... | .... | .... | .... | 2.54 |
| " " 1838.. | 4 | 1 | 3 | .... | 6 | .... | .... | .... | .... | .... | 3.21 |
| " " 1839.. | 6 | .... | 3 | 7 | 5 | .... | .... | 1 | .... | .... | 3.45 |
| " " 1840.. | 4 | 4 | 3 | 2 | 3 | 2 | .... | .... | .... | .... | 3.11 |
| " " 1841.. | 9 | 3 | 2 | 1 | 3 | .... | 1 | .... | .... | .... | 2.47 |
| " " 1842.. | 2 | 2 | .... | .... | 3 | 3 | .... | .... | .... | .... | 3.30 |
| " " 1843.. | 3 | 3 | 1 | 3 | 5 | .... | .... | .... | .... | .... | 2.60 |
| " " 1844.. | 4 | 2 | 2 | 2 | 4 | 1 | .... | .... | .... | .... | 3.20 |
| 7 " " 1845.. | 6 | 1 | 2 | 1 | 6 | 1 | 6 | 1 | .... | .... | 4.08 |
| " " 1846.. | 4 | 3 | 1 | 1 | 4 | 3 | 4 | .... | 1 | 1 | 4.63 |
| " " 1847.. | 5 | 2 | 3 | 1 | 4 | 6 | 1 | .... | .... | .... | 3.86 |
| " " 1848.. | 5 | 3 | 4 | 2 | 9 | 2 | 2 | 1 | 1 | .... | 4.10 |
| " " 1849.. | 6 | 2 | 1 | 1 | 2 | 2 | 1 | .... | .... | .... | 3.06 |
| " " 1850.. | 3 | 5 | 8 | 5 | 5 | 3 | 4 | .... | .... | .... | 3.83 |
| " " 1851.. | 3 | 3 | 3 | 5 | 4 | 2 | 5 | .... | .... | .... | 4.20 |
| " " 1852.. | 6 | 2 | 3 | 6 | 2 | 3 | 3 | .... | .... | .... | 3.52 |
| " " 1853.. | 3 | 2 | 1 | 2 | 3 | 5 | 5 | 1 | .... | .... | 4.82 |
| " " 1854.. | 3 | 1 | 2 | .... | 6 | 5 | 7 | .... | .... | .... | 5 |
| " " 1855.. | 1 | 3 | 1 | 4 | 5 | 2 | 7 | 2 | .... | .... | 5.12 |
| " " 1856.. | 1 | 1 | 3 | 4 | 10 | 2 | 1 | .... | .... | .... | 4.32 |
| " " 1857.. | 4 | 3 | 1 | 5 | 7 | 4 | 9 | .... | .... | .... | 4.69 |
| " " 1858.. | .... | 2 | 6 | 2 | 8 | 3 | 15 | .... | .... | .... | 5.36 |
| " " 1859.. | 1 | 1 | 5 | 2 | 5 | 3 | 11 | .... | .... | .... | 5.21 |
| " " 1860.. | 1 | 1 | 2 | 6 | 10 | 2 | 13 | .... | 1 | .... | 5.42 |
| " " 1861.. | 3 | 1 | .... | 8 | 13 | 2 | 8 | 2 | .... | .... | 4.76 |
| " " 1862.. | 2 | 3 | 2 | 2 | 8 | 1 | 5 | .... | .... | .... | 4.48 |
| " " 1863.. | 2 | 3 | 1 | 2 | 5 | 3 | 3 | .... | .... | .... | 4.35 |
| " " 1864.. | .... | 4 | 2 | 3 | 12 | 5 | 12 | .... | .... | .... | 5.26 |
| " " 1865.. | 3 | 2 | 4 | 3 | 11 | 5 | 9 | .... | .... | .... | 4.83 |
| 10 " " 1866.. | 3 | 2 | 1 | 3 | 6 | 1 | 10 | .... | .... | .... | 4.96 |
| " " 1867.. | 1 | 4 | 9 | 2 | 5 | 3 | 1 | .... | .... | .... | 3.72 |
| " " 1868.. | 1 | 2 | .... | .... | 1 | .... | .... | .... | .... | .... | 2.50 |
| " " 1869.. | 10 | 2 | 2 | 1 | 2 | 3 | 5 | 1 | .... | .... | 3.65 |
| " " 1870.. | 7 | 6 | 2 | 1 | 2 | 3 | 2 | .... | .... | .... | 2.96 |
| " " 1871.. | 5 | 1 | 9 | 5 | 2 | .... | 9 | 1 | 2 | .... | 4.50 |

"It appears that from 1830 to 1834, when three years was the legal limit, out of 20 discharged, only 6, or 30 per cent., reached the limit established by law; that in the period 1835–44, when the legal limit was five years, out of 151 discharged, only 46, or 31 per cent., reached the legal limit; that in the period 1844–65, when seven years was the limit, out of 575 discharged, only 142, or 25 per cent., reached the limit; and that for the period 1866–71, during which ten years have been possible, not a single pupil has remained at school that length of time. From year to year the school age of educated mutes, so called, has been far below the time allowed. There has been but little disposition to linger at the institution. On the other hand, pupils and their friends have usually been in haste to return again to the ordinary associations and business of life—too frequently before the merest rudiments of a common education have been gained. Because a pupil can place a few words and sentences upon a page neatly, it is too often assumed that he is already well advanced in an acquaintance with written speech—an illusion which his subsequent efforts to carry on the ordinary conversational intercourse of life and business quickly dispels. . It is to be hoped that the pupils who are now at school, and their friends, will regard their interests sufficiently to be induced to avail themselves more fully, and for a longer period, of the facilities for education gratuitously extended to them by the State."

The *Virginia Institution* has changed its principal; Mr. Covell, who was removed by the board of visitors, has been succeeded by Mr. Charles D. McCoy, formerly a teacher in the blind department of the institution. The high class, established the year before, with Mr. Wm. L. Bird as its teacher, has been discontinued, and Mr. Bird has become an instructor in the American Asylum. The report is chiefly devoted to matters of local interest.

In the *Indiana Institution*, Mr. Eugene W. Wood has retired from the corps of instructors, being succeeded by Miss Isabella Gillet, a hearing lady. Miss S. J. Crabbs, a member of the senior grade of the high class, is temporarily engaged as a teacher.

It is an interesting fact, that five members of the first board of trustees of this institution are still living, and that among them are Bishop Simpson and Henry Ward Beecher.

Mr. MacIntire, in his report, urges that the age for the admission of pupils, except in extreme cases, should not be less than ten years.

"To lessen the age of admission," he says, "would necessitate the extension of the course of study, or the abandonment, in a great degree, of the idea of teaching the pupils trades. If applicants should be received at eight years of age, instead of ten, and the time of instruction, now ordinarily six or seven years, be extended to eight or nine, the aggregate number of pupils would be increased in the same proportion, and a corresponding increase of accommodations and the annual allowance for current support would be required. On the other hand, should pupils be admitted at seven or eight years of age, and the term of study remain as it is at present, pupils would have to be discharged at an age when they would most need and would be most benefited by the instruction and discipline of the institution, and without the opportunity of learning a trade, or acquiring those habits of industry so necessary for self-support and usefulness in after life."

[Mr. MacIntire here illustrates the first of these points by the experience of the New York Institution, where the number of pupils, and in consequence the current expenses, have been very much increased since "county pupils" have been admitted between the ages of six and twelve. He continues:]

"It is a fact, that some parents are more willing to part with their deaf-mute children, and send them to the institution, from seven to twelve years of age, than they are when they become older. This is owing, in part at least, to the fact that they feel, at this tender age, more sensibly the crushing weight of the misfortune that has fallen upon them, the difficulty of communicating with them, and the necessity of some means of relief. But as the children grow older, they are better able to take care of themselves, the parents learn to converse with them concerning matters at home, and find them useful, and consequently become less and less inclined to part with them. Another reason is, that, when they begin to send their speaking and hearing children to school, the contrast is so marked between them and their deaf-mute children, they feel that they would make any sacrifices to relieve the mental darkness of the latter, and place them on an equality with their other children; but gradually they become more accustomed to their ways, and less affected with their misfortune, and less deeply impressed with the necessity of having them educated.

"It is natural that parents should desire to place their deaf-mute children under instruction at as early an age as possible, prevented, as they are, by the peculiar difficulties of the case, from instructing them themselves, or from having it done in the common schools. Seeing that hearing and speaking children begin to go to school at from five to seven years of age, they would have their deaf and dumb sons and daughters begin thus early too. To such I would say, the cases are not parallel. A deaf-mute child of ten years of age is ordinarily, in mental, and not unfrequently in physical, development, not above the average

speaking and hearing child of seven. Besides, hearing children are not separated from home and friends, as the deaf and dumb necessarily are, but are kept under those benign influences during the whole of this tender age. However perfect may be the organization of a State institution, it cannot entirely supply the place of home, nor its matron or nurse the place of mother. Children from seven to ten require a very different regimen than those from ten to eighteen, and much more personal attention than can possibly be devoted to them in an institution that has not a separate and distinct department organized for such. We have no such department, and experience here, as well as elsewhere, has fully shown that it is, in nine cases out of ten, a detriment, instead of a benefit, to bring such under rules and regulations, and a discipline such as is required in the case of those older.

"It is not, therefore, advisable to change the rule in respect to the age at which children can be received as pupils into the institution. The only exceptions that ought to be made are those in favor of deaf and dumb children who are county charges, or destitute of the proper protection."

The arrangement of school-hours and manual labor in the Indiana Institution is described as follows:

"Formerly, the pupils worked an hour and a half before school in the morning, and the same length of time after its close in the evening. Much of the time was taken up in going to and in getting ready for work, and in coming from the shops, washing, changing clothes, and in preparing for school. Often, by the time they had collected their tools and materials ready to use, they would have to leave. Their time, indeed, was too much broken up into fragments, and their attention distracted by a too frequent change from one thing to another.

"Two years ago a change was made which has, in every way, proved advantageous. The business hours of the day are divided into two principal parts, the one for study and the other for labor. The hours from a quarter before eight in the morning to one P. M. are, with the exception of a recess of fifteen minutes, devoted uninterruptedly to the duties of the school, and from two to five to the employments of the shops. It is found, in practice, that more concentration of attention, more interest, greater effort, and more rapid improvement can in this way be secured. Nor in either department is it found that the effort put forth is so prolonged as to become wearisome.

"The five hours spent in the exercises of the school-room, and the hour and a half devoted to study in the evening, under the supervision of a teacher, is as much time daily as the pupils can profitably employ in mental effort. And the three hours a day spent continuously at work in the shops is more profitable to the pupils than four hours would be, divided up into intervals

of an hour or an hour and a half each. The pupils like the arrangement much better than the old plan, work better, learn faster, and accomplish more."

Mr. MacIntire recommends that printing and book-binding be added to the trades taught, experience having shown that these occupations are peculiarly suited to the capabilities of deaf-mutes.

The report of the *North Carolina Institution* is chiefly devoted to matters of local interest. It is urged that the building occupied by the colored pupils, which is at a distance from the white department, and is now rented at a low rate from the American Missionary Association, be purchased by the institution. The provision for the education of the colored deaf and dumb and blind in North Carolina seems to be successful in its results.

At the beginning of the present session a class in articulation and lip-reading, composed of twenty-five deaf-mutes and semi-mutes, was organized. This class is taught outside of the regular hours for study and recitation, from one to two hours daily, in the afternoon, being devoted to the work. We infer that the instruction is given by Mr. Tomlinson, the principal. He says that, though a novice at the work, he has reason to feel gratified at the results of his efforts.

In the *Illinois Institution* there have been three changes; Miss Elvira P. Gage, Miss Anna B. Osgood, and Miss Belle E. Woods being succeeded by Miss Annie Morse, formerly a teacher in the Minnesota Institution, Miss Elizabeth M. Locke, and Miss Helen M. Dunning, a graduate of the New York Institution.

Several pages of the report of the directors and of the principal have reference to the new wing of the institution, now occupied. As its arrangement "contemplates a different principle of organization from that which has thus far been obtained in the large institutions for the deaf and dumb," we quote from Mr. Gillett's report a brief description of it:

"The large dormitories and study halls are dispensed with, and

the system of monitorial service, partaking of the nature of espionage, is discarded. Instead, the young ladies are to occupy dormitories intended only for a few persons, and a smaller number are to be aggregated for study. In some cases private rooms are designed for this use. This will admit of a congenial classification, relative to social relations; will place the young ladies upon their personal responsibility as to behavior, application, *et cetera*, and will in every way, I believe, tend to cultivate among them sentiments of refinement much more effectually than we have heretofore been able to do. The first story of the house is designed for small girls, the second for those of intermediate grade, and the third story for the young ladies most advanced. Upon each of these stories are rooms set apart for the use of lady teachers and matrons. Adjacent to the dormitories of the small girls is a room to be occupied by one of the matrons, to whom they can have access at all hours of the day and night.

"The basement contains a large gymnasium or play-room, where these little ones can give full exercise to their vivacity and restlessness without any breach of decorum. I hope to make that a paradise for little children. Dolls and play-houses for the smallest, swings and frolicking for the intermediate, and appropriate amusements for the oldest, will at proper hours be in order here. It is hoped that this will prove the best of *sanitaria*, in that it is based upon the principle of an ounce of preventive surpassing in value a pound of cure.

"Should the change of organization which we are about to test with our female pupils prove productive of the results expected, I hope to see ere long a modification of the internal structure of the boys' apartments, so that the same system can be inaugurated with them."

Mr. Gillett urges the speedy erection of school and chapel buildings, "that the jumble of domestic and intellectual departments may be as soon as possible terminated." When these buildings are completed the institution will have comfortable accommodations for three hundred and twenty pupils, which Mr. Gillett regards as the number best combining economy and efficiency.

The *Georgia Institution* has lost the services of Mr. James S. Davis. Miss S. J. Posie takes his class.

The principal, in his report, deprecates the appointment of inexperienced teachers to young classes, and urges the importance of paying teachers reasonable compensation for their services. He advocates the teaching of articulation to the extent recommended by the Washington conference of principals.

A singular "objection that has been made to the instruction given in the institution" is noted by Mr. Connor, viz: "that the pupils are taught to consider themselves as men and women—intellectual beings, entitled to the same respect and consideration as those who are more fortunate." We are pleased to see that Mr. Connor and his colleagues purpose continuing this same kind of instruction, and that they can point to pupils and graduates who have profited by it. The latter "have gone out into the world as men and women, and are earning honorable livings for themselves, in many instances for families, and, in a few, supporting by their labor aged parents."

A large part of the report of the *Louisiana Institution* is devoted to a discussion of the attempt to deprive the institution of its building, and to make the present temporary occupancy of it by the State University permanent. This attempt the principal earnestly opposes, while the directors propose, as a compromise, that a new wing be added to the building, thus making it large enough to accommodate both institutions. But even if sufficient space were provided in this way, the inconveniences of having two separate establishments, differing so much in their purposes and methods, upon the same grounds, and more or less under the same roof, must be very great, and we hope Mr. McWhorter's zealous defence of the prior rights of the deaf and dumb will result in the retention of the building for the purposes for which it was erected.

Mr. McWhorter gives the following epitome of the aims and methods of deaf-mute instruction, and of the system which he believes to be the best:

"The course of education, as has already been remarked, is closely confined to the acquisition of language as the end in view; but this is not inconsistent with considerable attention being paid to the common principles of art and the sciences, to general intelligence and simple literature. Indeed, the sciences soon become to the pupils the broadest field for discipline in language, furnishing aliment and interest to the mind wearying of monotony, and a store of energizing forces to the teacher. Penmanship has early and frequent attention, for a good handwriting is an accomplishment that, to the mute, has a peculiar

fitness and value. Geography and practical arithmetic are mastered as thoroughly as in our common schools. Grammar as generally taught and learned, contrary to a very natural supposition, has little place or practical value in our course, being very rarely used as a text-book. The usual errors of the deaf and dumb as respects the grammatical use of language are quite distinct, and of a kind totally unlike those of hearing persons. Their case, consequently, demands a special treatment, to which our text-books are not adapted. Analysis of words, and a knowledge of the force of prefixes and affixes to vary the meaning and the proper position in a sentence of a very large class of words, is of much more consequence than grammar as generally taught. History, probably, fills a larger portion of the course than does any other science, for the simple reason that it furnishes a wider field for appropriate lessons in the study of language and more interesting topics for its practical use. Physical geography, physiology, natural philosophy, astronomy, and somewhat of chemistry, have, very properly, their places in our course of instruction so far as the limited period of time allotted and the capacity of the pupil will permit. In some institutions, instruction is given in drawing to such as have a peculiar talent to profit by it. Instruction in articulation and lip-reading, as an art rather than as a means of imparting knowledge, is now generally afforded to such as are likely to be benefited by it, but the number is small, not exceeding ten per cent. of the whole. Rival schools are springing up, with energy, determination, and the requisite means to test the value of this art and its true position in educating the deaf and dumb, and we may expect soon a more settled opinion prevailing respecting this matter, so perplexing to many anxious parents. The subject was more elaborately discussed in my last report, and nothing has since come to my knowledge that legitimately affects the views then expressed. There are five among our pupils who can doubtless receive great benefit from proper instruction and practice in articulation and lip-reading. *Finally, and emphatically, I believe that, as to means and methods in educating the deaf and dumb, written conversation is incomparably the best.*"

The proper qualifications of a teacher of the deaf and dumb are discussed. After speaking of the great importance of this subject, "the possibilities of good being so great and danger of disaster so imminent," Mr. McWhorter continues:

"The prime qualification is quickness to perceive the real condition and wants of his pupil at any time, and tact to meet them. It is a compound of talent, experience, and education. Not a little instruction is given in an aimless, unsystematic way, the teacher being neither certain of the precise want of the

pupil nor methodical in supplying a supposed want. It is not altogether easy to draw out properly a recitation in our common schools, and for a teacher to avail himself of wise and fully-defined systems of instruction afforded by more experienced teachers; it is much more difficult, as is necessary in the case of instructing deaf-mutes, to be text-book as well as teacher; to be thrown on his own resources in an almost trackless wilderness of difficulties, his common sense generally his only map and compass, and then advance safely, directly, and rapidly. Peculiar talent is needed to grasp the elements of success; to scrutinize the minds of his pupils in order to a proper understanding of their difficulties; to be kindly appreciative of their condition; to awaken and keep alive a constantly fresh interest; to exercise their faculties with energy and success; to be systematic and thorough in unfolding and practising the principles of language without monotony; to be patient, even cheerful, under multiplied failures. He will find ample employment for the shrewdest tact and ingenuity, for all his powers of analysis, invention, classification, and illustration. None can be so able but that he will find the tax upon his resources both constant and severe.

"As a general rule, a teacher will, if devoted to his work, be valuable in proportion to his experience; next, to his talent. As in other professions, so here; it disciplines the intellect, corrects the judgment, and maps out the work to be done. He will need to make the profession his specialty; to read, study, and devise, with an enthusiastic purpose constantly bearing upon it, as directly as do the successful physician, lawyer, and divine in their respective professions. It is no sphere for a cold, unappreciative disposition, an idler, or one who only wants employment to gain a livelihood, or the means to fit himself for another sphere. It is rather the sphere of the enthusiastic worker, sure of a reward commensurate with the talent and devotion rendered.

"It is hardly necessary to add that a liberal education is advantageous at every step in a course involving a constant exercise in the principles of language, nor that it is indispensable in the latter part of the course."

Mr. McWhorter has additional proof of the inaccuracies of the last census in the fact that of the eleven new pupils who joined the institution this year four were enumerated and seven were not.

In the *Wisconsin Institution*, Mr. George L. Weed, Jr., has succeeded Mr. Edward C. Stone as principal, and Mr. C. L. Williams, formerly of the Minnesota Institution, and Miss Mary Johnson, formerly of the New York Institution, have succeeded Mr. W. A. Cochrane and Miss Julia

Northrop as teachers. Mr. Stone is now principal of the American Asylum, and Mr. Cochrane a teacher in the Michigan Institution.

The experience of the institution in teaching articulation during the past year is described in the principal's report, as follows:

"This department of the school has been continued during the year with varied success. A few congenitally deaf, or who lost their hearing so early that it has never been of practical benefit to them, have been a pleasing illustration of what can be done by faithful and protracted labor by teacher and pupil. One section has constituted a regular class in the school, with uniform studies; and still another has been composed of members of other classes, taught by signs, but who spent a small portion of each day in the articulation-room, practising lip-reading and articulation. At present the class is in two sections, both under the charge of Miss E. Eddy; one composed of members of last year's classes, and the other of beginners. Some who were admitted into this section on representation of ability to articulate have been transferred to the new class taught by signs. It has been found that parents in some cases have been too hopeful of what might be done for their children. It should be understood that in this institute the distinction between what is called a sign class and the articulation class is in the medium of instruction; one is taught *by* signs, the other *by* articulation. The same course of study is being pursued by two such classes, giving a fair opportunity of testing the relative progress by the different methods.

"Respecting articulation itself, our experiments thus far give the following results, viz:

"1. Articulation by congenital deaf-mutes is *possible in certain cases.*

"2. Articulation by the mass of deaf-mutes is so nearly impracticable, both in its attainment and in its use, as not to come under the legitimate work of *free* deaf-mute instruction.

"3. *Semi*-mutes should receive special attention in the preservation and use of what language they have acquired, and in adding to their vocabulary."

Mr. Weed urges that the time allowed for instruction be extended, and a high class be established; also, that means be taken to make known throughout the State the existence and character of the institution. He believes this can best be accomplished by means of exhibitions in different parts of the State, and that as the institution becomes known a public opinion will be formed which, as Mr. I. L. Peet said

at the Indianapolis Convention, "will be almost a compulsory law." There are, according to the census, a hundred deaf-mutes of suitable age in Wisconsin who are not in school; and probably there are in fact many more.

The *Iowa Institution* has one new teacher, Miss Ella A. Brown, a speaking lady.

The report of the trustees describes the defects of the new building at Council Bluffs, which "is a very poor job, and reflects no credit upon the State of Iowa." The appropriation for building was too small, and the work was poorly executed. There is always some inconvenience in the occupation of a new building, but in this case the officers and pupils seem to have been subjected to an unusual degree of discomfort and annoyance.

Upon the subject of articulation, Mr. Talbot says that the experiment of teaching it in the Iowa Institution, which, if we recollect rightly, was made on a somewhat limited scale, has not been wholly satisfactory. "A part of the subjects were disinclined to make persistent and regular efforts to speak, and of course did not succeed very well. A few of the class, however, have made marked improvement in the use of their vocal organs." It is recommended that provision be made for regular teaching in this department. "While no such attention should be given to this accomplishment as would hinder any from progress in their studies, yet all should have a chance to secure whatever advantage they may in this direction."

The importance of thorough elementary work, which Mr. Talbot urges in an article in the present number of the *Annals*, is spoken of briefly in his report. He says:

> "Perhaps teachers of the deaf and dumb, at the present day, fail too often of laying the foundations deep and broad enough. If they are too impatient of the elementary work, and, with ambitious desire of display, push their pupils on too fast, they do them an injury from which they may never recover. Slow and sure is the best motto for our teachers, if at the same time they keep their pupils making real progress, instead of running all the time in the same circle of language and ideas."

Mr. Talbot believes that "simplicity and efficiency of

management and the best interests of the institution imperatively demand that the married teachers, and perhaps all the instructors, should live outside of the institution. The other officers will thus be relieved of a great deal of care and anxiety, and the domestic help will be at liberty to labor more directly and entirely in the service of the institution."

The alleged causes of deafness in the thirty-six pupils admitted since the publication of the last report are as follows:

| | | | |
|---|---|---|---|
| Congenital | 4 | Diphtheria | 1 |
| Inflammation of the brain | 1 | Cold | 1 |
| Brain fever | 3 | Cold in the head | 1 |
| Spotted fever | 4 | Scrofula | 2 |
| Scarlet fever | 7 | Gatherings in the ears | 2 |
| Measles | 2 | Sickness, unspecified | 2 |
| Small-pox | 1 | Medicine | 1 |
| Mumps | 2 | Sunstroke | 1 |
| Whooping-cough | 1 | | |

The ages at which deafness is supposed to have begun in the cases of these pupils were:

| | | | |
|---|---|---|---|
| At birth | 4 | At five years | 5 |
| Under two years old | 12 | At six years | 2 |
| At two years and over | 6 | At seven years | 2 |
| At three years | 1 | At twelve years | 1 |
| At four years | 3 | | |

The *Mississippi Institution* presents its first report since its reopening. As the buildings were burned during the war, together with the reports, records, papers, and everything else pertaining to the establishment, the reopening under a changed law, with changed officers, and on a different site, is really the opening of a new institution. A private residence has been purchased, which, with some additions, has been made to afford good accommodations for about forty pupils. The present number is thirty-one. The principal is Dr. J. L. Carter, and the teachers, Mr. R. L. Saunders, a deaf-mute, and Mrs. Sarah M. James, a hearing lady.

The *Texas Institution* mentions no changes in its officers. The report is short, and chiefly devoted to matters of local interest.

The report of the *Columbia Institution* contains an account of the dedication of its main central building, which has been already published in the *Annals*. It urges the importance of additional legislation to extend the advantages of the college to deaf-mutes from the whole country in a manner that shall do no injustice to any State or section. It is estimated "that the whole number of deaf-mutes in the United States properly qualified to sustain a collegiate course of study cannot exceed two hundred at any one time during the next twenty years. The board is also of opinion that the number now in the college—viz., fifty—may be expected to rise to one hundred within the next five years."

The subject of articulation is treated as follows:

"Instruction in articulation is given to all who desire it, and are found to possess such natural aptness for correct vocalization as seems to justify the great expenditure of time and labor essential to any satisfactory progress.

"Very great natural differences exist in the ability to master the mechanical part of vocalization. And experience, thus far, only deepens the conviction, that, while a very large percentage of deaf-mutes can, with sufficient pains, be taught to articulate in a manner intelligible to friends, and many so that they can make themselves understood by strangers, yet a comparatively small number can ever acquire such perfection as that the use of speech will be a pleasure to themselves or others.

"Use has been made of the system of 'Visible Speech,' of Prof. A. M. Bell, of London, with gratifying results. It is felt that he has rendered most valuable service to this department of deaf-mute instruction."

In the *Alabama Institution*, Mrs. E. A. Johnson, formerly a teacher, has become matron, and Mr. W. S. Johnson, a deaf-mute, has been added to the corps of instructors.

Dr. Johnson submits with his report the discussion and action of the Indianapolis convention of instructors of the blind, relative to the education of the deaf and dumb and the blind in the same institution,* and says he believes the position taken by the convention to be correct. He recommends that the provision of Illinois, with reference to the clothing of indigent pupils at the expense of the counties from which they come, be adopted in Alabama.

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*See *Annals*, vol. xvii, page 130.

In the *California Institution*, Mr. Amasa Pratt, who had left the service of the institution to engage in other professional labor, has returned to it.

Mr. Wilkinson, in his report, discusses the causes of the failure to send all suitable deaf-mutes to the institution, and the remedies to be adopted. As a final remedy he advocates a compulsory law. Such measures as exhibition tours, newspaper co-operation, and circular letters to postmasters—

"Will suffice for all but the selfish class of parents, but with them only the stern force of law will avail. Education of the deaf and dumb is a measure of public economy, inasmuch as it converts useless consumers into active producers of national wealth. It is also a measure of public safety, because it converts irresponsible brute force into moral force amenable to law and subject to social discipline. The law wisely regulates the storing of explosives and the traffic in poisons, and surely no parent has the moral right to allow a deaf-mute child to grow up in an ignorance that may result in crimes for which no civil court would hold him responsible. It is for this reason, as well as for considerations of humanity, that we earnestly hope and expect at no distant day a statute requiring the education of all deaf-mutes, as one of the safeguards to society which properly comes within the jurisdiction of the law-making power."

Much of the report is devoted to local matters, especially to the reports of the examination at the close of last year, which was conducted chiefly by professors in the University of California, each acting as examiner in the branches constituting his own specialty. The results were exceedingly satisfactory. Another advantage which the institution enjoys in its proximity to the University is in receiving lectures from its professors. Of the twelve lectures on chemistry thus given last year in the chapel of the institution, Mr. Wilkinson says:

"Treating subjects of general interest by reason of their relation to art or life, delivered in easy conversations, that reminded one of Faraday's lectures before the child audiences of the British Academy, in 1861 and 1862, and illustrated by pleasing, often brilliant, experiments, these lectures have not only imparted to our pupils a vast amount of information, but have given a stimulus to science that has found expression in all sorts of rude apparatus and ingenious devices for reproducing the professor's experiments, till, what with old nails, copper, zinc, bottles, pipes, soapsuds, acids, and gases, the lavatories of the

institution where these researches are permitted have sometimes the appearance and odor of a chemical laboratory."

The *Minnesota Institution* reports the following changes: Mr. Cyrus L. Williams and Miss Annie Morse have left the service of the institution, the former to become a teacher in the Wisconsin Institution, and the latter in the Illinois Institution. They are succeeded by Miss Cora A. Howe, a graduate of the institution, and her sister, Miss Annie Howe, a hearing lady.

Mr. Noyes urges the importance of providing additional accommodations for the education of the ninety-three deaf-mute and blind children in the State, of a suitable age to be in school, and of making provision for teaching trades. "Mechanics will not teach a trade to those who cannot hear." The report is mainly devoted to local matters. It is an interesting fact, that in the whole history of the institution, which covers a period of nine years, there has been no death or serious accident, and but very little sickness of any kind.

The *New York Institution for Improved Instruction* has two new teachers, Miss Susan M. Jordan and Miss Charlotte M. Lathrop, both of whom had been teachers in the Clarke Institution and elsewhere.

As articulation is made the basis of instruction in this institution, those parts of the report devoted to this subject will be the most interesting to our readers. Dr. Blumenthal, president of the board of trustees, says in his report that it is a mistake to suppose the teaching of articulation is easy, or that any one can be a teacher without preparatory studies. He continues:

"The power to communicate sounds, and the ability to educe from the mute their imitation or repetition, though of the greatest importance, as laying the foundations upon which the superstructure of language is to rest, is by no means all that is required. Teachers must, in addition to this, understand the imparting of the meaning of words and the names of things, giving definite ideas of the subject-matter, and demonstrating them by drawings and plates, comparisons, contrasts, and analogies. It is not only necessary that the child should acquire words and their meaning, but also the manner of using them

correctly in speaking and writing. Hence the teacher who knows best how to impart to the pupil the various sounds of the alphabet and how best to extract from him the distinct enunciation of syllables and words, and who, in addition to this, can best bring to the comprehension of the child's mind the meaning and uses of words, their correct orthography and grammatical construction in sentences and paragraphs—such a teacher will be most successful, and produce results which, while they astound, must heartily gratify all who are truly philanthropic."

He claims that to obtain these results the entire energy of the child must be devoted to this end, and that he must, therefore, be shut off from all knowledge and use of the sign-language, as the latter, being easiest of acquirement, is made the ordinary means of communication where it is used at all, and thus interferes with that practice and interest in articulation which are essential to success. It is urged, both by him and the principal, that all the deaf-mutes of the State who are to be taught by articulation should be sent to this institution; the principal further suggests that in each of the large States where there are two hundred or more deaf-mutes of suitable school age there should be three institutions, and that the classification should be as nearly as possible as follows:

"1. Those deaf-mutes of a low grade of intellect, who, while neither idiots nor insane, are but a slight remove from one of these types, should be placed in an asylum where the simplest forms of instruction could, in time, be imparted to them, and where very especial attention should be paid to their obtaining a knowledge of some handicraft or industry. A large farm in the country would certainly be better adapted for such than city pavements. 2. The second institution should receive those mutes who, by reason of age or for other causes, cannot be advantageously instructed by articulation. The benefits accruing from the division of these two classes are important, especially in this regard, that whilst their union seems to demand an excessive use of signs, as this language of pantomime reaches the lowest order of intellect, their separation would render it possible to so discard signs and to employ the manual alphabet and writing instead, that a higher standard of education could thus be gained. 3. To the third division should be assigned all mutes who could be taught speech and lip-reading, including deaf persons who can still hear or speak a little, and all who through disuse of their vocal organs have forgotten how to speak—the semi-mutes, as they are technically termed, those who

once heard and spoke. A portion of the brightest intellects among the congenital mutes would here be found, as experience proves the ability of such to articulate distinctly."

Fifty-four of the sixty-four pupils of the institution became deaf when under three years of age; "thus far the semi-mutes, with one or two exceptions, have made no more rapid progress than the congenital mutes with whom they are classed." Mr. Rising claims for his pupils that, aside from the acquisition of articulation and lip-reading, "they become better proficients in language; they use idiomatic English with greater freedom and accuracy. This is evinced in their conversational expressions, in their letters and journals, in their phrase exercises and compositions. Freedom from inversions and deaf-mutisms results from oral recitations, and the use, in all communications between pupils and teacher, of such language as hearing persons employ." He quotes from several eminent teachers the frank confession that under the prevailing system congenital deaf-mutes do not generally acquire *a perfect mastery* of the English language, but we do not understand him to assert that any congenital deaf-mutes taught by articulation have fully accomplished this difficult task, or that *entire* "freedom from inversions and deaf-mutisms" has been reached; only that a nearer approach to it has been made. As a matter of fact this claim is not admitted by the advocates of the other method; now that the articulating institutions are beginning to have pupils who have been under instruction several years, we hope it will be possible to institute a comparison between the results of the two systems in this respect; such a comparison, if fairly and fully made, would be of great interest and value, and would go far toward the decision of several important questions, which, for the present, remain in abeyance.

Dr. Blumenthal and Mr. Rising argue against large institutions, the latter maintaining, and bringing statistics to show, that "those institutions containing in the neighborhood of two hundred inmates are the ones sustained at the least *per capita* cost, exhibiting a prudent uniformity in

expenditure, while, in compactness of organization, efficiency in administration, and greater freedom from infectious diseases, they likewise commend themselves to the man of business, and to the philanthropist."

The *Clarke Institution*, during the past year, has had a special teacher of articulation for a portion of the time, Mr. A. Graham Bell, whose recent article in the *Annals*, on "Visible Speech,"* will be remembered by our readers. At the time of the publication of the report, Mr. Bell had not yet begun his instructions, so the benefits to be derived from them were still prospective.

Miss Rogers, the principal, has spent the year in Europe, studying the schools and methods of instruction there, especially in Germany. Most of the winter she was in Vienna, visiting, on alternate days, the small school of Mr. Lehfeldt, and the large school of Mr. Deutsch. Her method was to make daily notes of the progress of the pupils in both schools, and write these out fully for the use of her assistant teachers in Northampton. Mr. Hubbard says of the German schools, as observed by Miss Rogers and himself, and compared with American schools:

"It is found that a direct comparison between our own school and those in Germany taught by articulation is difficult, on account of the difference in the methods and character of the teachers in the two countries, and the habits of thought and study among the people. Our American teachers are generally younger, and more active and versatile in their modes of thought and instruction; while the German teachers are slower, more plodding and methodical, following fixed rules rather than adapting themselves to the capacity of different scholars and classes. Indeed, the chief differences between the various European schools of articulation appear due to the teachers rather than the nominal methods pursued. Where the instructors are young, zealous, and interested in their work, the schools are good, by whatever system they are taught; wherever, from any cause, the enthusiasm is less, the instruction is apt to be more mechanical, and of comparatively little value. In our next report we hope to present a more detailed comparison of our methods with those of Europe."

The corporation recommend that some preliminary examination and classification should be made of the deaf-mute

* *Annals*, vol. xvii, page 1.

children of Massachusetts who apply for admission to the three deaf-mute schools now open to them, viz., the Clarke Institution, the Boston Day-School, and the American Asylum. On this point Mr. Hubbard says:

"In each of these schools a different method of instruction is pursued, and each of these methods is better adapted to the needs of certain classes of children than the other. Those who can be taught articulation with advantage, and who, belonging in Boston or its vicinity, can live at home and enjoy the benefits of parental care, should enter the Boston School; those who are unable, or whose parents are unwilling to take this course, should be received at the Clarke Institution, if they are suitable subjects for our instruction; while those (of whom there are many, no doubt) who are not likely to profit by instruction in articulation, or who cannot be received at Boston or Northampton for want of room, should go to Hartford. The choice of a school is left by law with the Board of Education; and it seemed proper to the corporation to propose to this board, and to the authorities of the Hartford Asylum, a joint committee to examine applicants, and assign them to the several schools according to their fitness and the wish of their parents. This proposition has not yet been accepted by all the parties consulted, but we are still of opinion that joint action on the part of the three schools would be best."

This report, like those of most of the other institutions, bears testimony to the inaccuracies of the census of 1870 with regard to the deaf and dumb, and in this case the testimony has peculiar weight from the fact that a previous enumeration had been made by a member of the corporation. The report says:

"Our hope that the United States census of 1870 would give a more complete enumeration of the deaf-mute inhabitants of Massachusetts and of the country than had formerly been made seems likely to be disappointed. The preliminary census tables, as first published, allowed but 538 deaf-mutes in Massachusetts, and though these have since been revised so as to increase the number, we have reason to believe that this is still too small by three or four hundred. A member of our corporation, during the year in which the Clarke Institution was chartered, (1867,) made a special census of deaf-mutes in about three-fourths of the State, and obtained the names of about 800, which, with some additions, were deposited with the Board of Education in 1868. From this list it was estimated that the number in the whole State could not then be less than 1,000, when the population of Massachusetts was not more than 1,350,000. In 1870 the population had risen to 1,457,351, and

the number of deaf-mutes must have been at least 1,050. On the list above mentioned, 752 were entered with particulars of age and sex, and, in many instances, the occasion of deafness, and the time of its commencement, were returned. It may be doubted whether a perfect enumeration of deaf-mutes, particularly of children under ten years, was every made in any country. If such a census should be taken in the United States, we believe it would show the whole number of all ages to be more than 25,000."

In the *Maryland Institution* there are two new teachers, both hearing ladies: Miss Nannie C. Berkeley, and Miss Mary H. Nodine. The latter teaches articulation. Last year, the principal, under direction of the board of visitors, visited the schools of New York and Massachusetts in which articulation is made the basis of instruction. Of the results of his observation and the progress of articulation in the Maryland Institution, Mr. Ely says:

"The results attained in this comparatively new field of labor are very interesting, worthy of careful study, and testify to the patient effort and devoted zeal of those who are prosecuting the work. With such examples before them as it was my pleasure to witness in New York, Northampton, and Boston, it is not to be wondered at that those who teach wholly by this system should manifest so much enthusiasm in its defence. Still, I am forced to believe that what has thus far been accomplished in this country by the method, while affording great encouragement to continued effort, is not a sufficient test of its merits, and that not until these schools have been in operation for such a period that pupils can be shown who have passed through a complete course, possessed not only of facility of utterance, but of well-furnished minds, can its superiority over the system in common use be established. At the opening of this session a class in articulation was formed, composed of about twenty five pupils taken from the various classes. Among this number is one semi-mute who is able to speak with ordinary fluency. His attention is given mainly to lip-reading, in which he is making rapid progress. Of the others, the majority are able to speak some words or have some recollections of sound. A few are congenital mutes. The class is divided into five sections, each section receiving daily an hour's instruction. The time is so arranged as not to interfere with the regular classes, in one or other of which each articulation pupil keeps his place. Thus the knowledge of the various branches of study is acquired in the sign classes, while the work of the teacher of articulation is confined strictly to the development of the pupil's power of speech. The success which has thus far

attended our experiment has been very gratifying, fully justifying, in my opinion, the effort. Some of those who were able upon entering the class to speak a few words have added very considerably to their vocabulary, while in clearness of utterance they have also made a good degree of improvement. It is with these that the greatest encouragement to labor is offered. Three of the congenital mutes whom we have commenced to instruct in this art have made such progress as not only to prove the possibility of their learning to speak, but to encourage the hope that it may be carried to such an extent as to be of practical use."

During the past year a shoe-shop has begun operations, and it is urged that cabinet-making be taught also. Upon the difficulty experienced by deaf-mutes in acquiring trades after graduation, Mr. Ely says:

"It is a frequent complaint among the graduates of our institutions that the way is not open for them to enter the various trades, or that it is hedged about with such difficulties as are not presented to others. And there is a real difficulty here. Hence it is that some, fancying there is an unfriendly feeling towards mutes among business men, become disheartened, and fail to occupy the honorable position in society for which they are fitted, and in some cases even become dependent upon the community. It is not strange that a man not familiar with mutes should hesitate to receive a deaf and dumb boy as an apprentice, nor when he has several applicants, that he should almost invariably choose the hearing boy; nor does it argue on his part any unfriendly feeling towards mutes in general. His ignorance of the deaf and dumb leads him to regard the difficulty of giving instruction much greater than it is. The deaf and dumb are good imitators. An intelligent one, determined to master his business, will learn as much by the use of his eyes as will the more favored by the use of eye and ear both. This, however, is not generally known. Hence the difficulty of finding suitable employment will continue to meet the mute as he passes from school to active life. How much better if we, who know his wants and his capacities, can give him such a knowledge of his trade that when he seeks employment he can give a specimen of his own work as evidence of his ability. It is not necessary that he should be a master workman. If he has only learned the first principles of the business, the chief objection in the mind of the employer is removed."

We are glad to notice that the institution has a reading-room, the periodicals of which are not limited to the free newspapers of the State, and that a library of two thousand volumes, consisting of juvenile books, historical

and scientific works, books of travel, encyclopædias, etc., has been purchased. Whatever tends to create a taste for reading and independent study in the pupils of our institutions confers upon them a great benefit.

The *Boston Day-School* publishes no independent report, but it is noticed in the report of the superintendent of the Boston public schools. Mr. A. Graham Bell taught for six weeks in the school last year, dividing his time between the practical instruction of the pupils and the teaching of the teachers in the theory of the system. Of the result of this experiment Mr. Philbrick says that it convinced him "of the practicability of teaching even congenital mutes *perfect* articulation, and also that, by the system of Visible Speech, good articulation can be secured in much less time than is required to produce the same result without its use. It is, in fact, a new and powerful instrumentality in the instruction of deaf-mutes."

In the *West Virginia Institution* the only change has been the addition of one teacher, Miss Lucy White. The report is chiefly devoted to matters of local interest. The buildings have been remodelled and enlarged, special provision being made for the separation of the deaf-mute and blind departments, so that one building is made to "furnish nearly all the advantages of two distinct institutions." The establishment of trades is urged.

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The report of the *Halifax Institution* urges that provision for the free education of the deaf and dumb should be made by the maritime provinces of the Dominion of Canada, similar to that of the various States of the Union and the government of Ontario. "Such a course," as Mr. Hutton truly remarks, "would seem to be not only consistent with, but logically flowing from, the noble principle of *free education* now happily adopted by Nova Scotia and New Brunswick, and would prove a lasting honor to the government and the provinces which should have the enlightened liberality and public spirit to carry it out."

A class of eight pupils in articulation has been organized. One of this class, "supposed to have been born deaf, has within the last four months manifested a degree of hearing not previously observed, which is accounted for by the child's mother by the remarkable circumstance that about a month before she brought her to the institution, in October last, the child one day pulled out of her left ear something described as resembling 'the wind-gall of a herring, tough and long,' since which she seems to hear sufficiently to pick up a few words and phrases."

The *Ontario Institution* presents its first annual report. While the interior management of this institution is similar to that of those in the United States, it differs from the latter in being under the general direction of a single government inspector instead of a board of directors, trustees, or visitors. The comparative advantages of this system, and the question of *how many* directors or trustees form the most efficient board of management, constitute an interesting subject for discussion, which we are compelled to pass over for the present, though hoping to take it up at some future time.

The officers of the institution are as follows: Principal, W. J. Palmer, Ph. D., formerly principal of the North Carolina Institution; teachers, Mr. J. B. McGann, formerly principal of institutions in Toronto and Hamilton; D. R. Coleman, M. A., formerly a teacher in the North Carolina Institution; Samuel T. Greene, B. A., a graduate of the National Deaf-Mute College, Washington; Mr. J. T. Watson and Mrs. J. G. Terrill, formerly teachers in Mr. McGann's school, and Miss Annie Perry, who had been a pupil of the New York Institution.

Mr. Langmuir, the inspector, discusses in his report at considerable length the question which, on the whole, seems to be the most important one at present in the case of all our institutions: How shall the uneducated deaf and dumb of suitable age now growing up in ignorance be brought into school? The importance of this question is also urged by Dr. Palmer, who has taken pains to collect statistics

upon the number of uneducated deaf-mutes in the Province. The conclusion reached by Mr. Langmuir is in favor of compulsory education, the means of free instruction for all having first been provided. The present arrangement of the Ontario Institution, by which pupils receive education and partial domestic support free, but are charged with the cost of food, this to be collected from counties, cities, or villages when parents or friends are unable to pay it, must be quite inconvenient in practice. Experience in our State institutions has shown beyond a question that for the State to provide everything needed and then make education free to all is the simplest, fairest, and, on the whole, most economical method. In addition to this, many of us believe that the education of the deaf and dumb should be made compulsory.

The method of instruction adopted in the Ontario Institution is that pursued in the older institutions of America. Instruction is to be given in articulation, so far as recommended by the Washington conference of principals.

The establishment of shops for teaching trades is strongly urged by both the inspector and principal. Eight pupils are now working at the carpenter's trade.

We are glad to notice in the list of expenditures that several hundred dollars have been devoted to the purchase of books, maps, and pictures, and two hundred dollars to "amusements."

The *Montreal Protestant Institution* also sends us its first report. The principal is Mr. Thos. Widd, a deaf-mute, and there is one assistant instructor, Miss C. Bulmer, who teaches articulation. The institution is dependent upon private benevolence for its maintenance. Such pupils as are able pay for their support. Printing is soon to be taught as a trade. Exhibitions were held in June and July of last year in the chief cities and towns of the Province of Quebec, with gratifying results.

Appended to the report is a "brief history of deaf-mute instruction, by Thos. Widd," the first half of which, as has been pointed out by a writer in the *Deaf-Mute Advance*, is

condensed from the address delivered by the late Rev. Collins Stone, at Columbus, Ohio, in 1869. In the latter part of this history we find the following paragraph:

"Two years ago the United States Government sent a commissioner to Europe to inquire into the merits of the various systems of instruction. Every institution for deaf-mutes of importance in the Old World was visited, and on comparison of notes, the palm was given to the Glasgow school, where signs are used to a very limited extent, and articulation has long been discontinued or confined to semi-mutes."

We should be glad to have Mr. Widd give his authority for this statement. We were not aware that such a commissioner had been sent, or that such a report had been made.

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## MISCELLANEOUS.

BY THE EDITOR.

*The Deaf and Dumb in Parliament.*—We published last year* an article by Mr. Elliott, of London, describing the unsuccessful attempt made in Parliament to extend the provisions of national education to the deaf and dumb and the blind of Great Britain. The attempt was renewed this year, and the subject was discussed in Parliament last March upon a motion that the "Education of Blind and Deaf-Mute Children Bill" be read a second time. The only member who spoke in support of the bill was its mover, Mr. Wheelhouse. He said—we quote from the published report of his speech—

"The object of the bill was to provide for the education of a class of children who, though they had a special claim to consideration, had hitherto suffered neglect. England was the only civilized country which had not, in some way or other, made provision for the education of blind and deaf-mute children whose parents were too poor to make the provision themselves. It was true that the poor-law acts contained a few clauses in reference to the care of such children, but they were dealt with under those acts in a very perfunctory manner at best. What he now sought to do was to make the Government responsible, and to undertake a wider duty than that indicated in the poor-law acts. The existing benevolent institutions had

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* *Annals*, vol. xvi, page 174.

the care of but 10 or 12 per cent. of these children; so that as many as 90 per cent. received no education whatever. When the Education Act of 1870 was passed, the Government said it was to provide for the education of every child in the kingdom. All, therefore, that he now asked them to do was to carry the announcement into complete effect by passing this supplemental measure; and he maintained that he had a good case, for if it was right to provide for the education of children who were neither deaf nor dumb, how much more ought they to provide for those who suffered from those infirmities, and who without education were but mere waifs and strays? The principal clause of the bill made it compulsory upon either the poor-law guardians or the school boards to look after the education of blind, deaf, and dumb children whose parents were without means; but the power was of a mild character, lest every reasonable chance might not be afforded for the instruction of every child of that class. The objection would probably be raised that a burden would thus be thrown upon the ratepayers which they ought not to bear. That was easily disposed of; for, except in large towns, the number of such children belonging to poor parents would be comparatively small, and their maintenance would incur a cost so slight that scarcely a single ratepayer would think it worth while to raise any objection."

Several speeches were made in opposition to the bill, the objections being similar to those made last year, and the same confused ideas of the peculiar needs of the deaf and dumb and the blind being apparent. The distinguished Mr. Forster, who is vice-president of the Council of Education, and another member, objected to the bill that it made no discrimination between the children of rich and poor parents—a provision which, in the institutions of this country, is regarded as wise and just in theory and excellent in its practical workings. Some members claimed that it would be much better to send the deaf-mute and blind children to ordinary schools for hearing and seeing children, "paying the schoolmaster a special fee of five pounds, perhaps, for the purpose of devoting special attention to any such child." But Mr. Forster wisely "feared that for this arrangement to be thoroughly successful it would be necessary that the schoolmaster should possess exceptional abilities and patience." He said he "should require a good deal more information upon the point before he could recommend the adoption of that course all over the country." It was

further objected that the effect of the plan proposed would be "to pauperize" those who were to be benefited by it. The compulsory nature of the education provided for in the bill was also made a ground of objection. The motion for a second reading was finally negatived; the effect of this being, as we understand, to defeat the whole movement, at least for the present.

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*The Manchester Society for the Benefit of the Adult Deaf and Dumb.*—The "Manchester (England) Society for Promoting the Spiritual and Temporal Welfare of the Adult Deaf and Dumb" has done much since its establishment in the year 1850 to benefit this class, which numbers about four hundred in Manchester and its vicinity.

The society is under the patronage of the Rt. Rev. Lord Bishop of Manchester. It is supported chiefly by voluntary contributions from the public, its income for the year last reported being about £258. Its affairs are managed by a committee of fifteen gentlemen, of whom Robert Gladstone, Esq., is president.

The chaplain of the society, the Rev. Geo. A. W. Downing, conducts two or more religious services in the sign-language every Sunday; devotes four hours a day to the work of the society, viz., attendance at the rooms, visiting the sick and distressed, obtaining employment for the deaf and dumb, and acting as interpreter when required, seeking increased public support, etc., and holds himself "ready at all times to visit urgent cases of sickness, and in every respect to act as the pastor and adviser of the adult deaf and dumb." His labors having been much increased by the formation of branch societies in the neighboring towns of Oldham, Bolton, Ashton, and Bury, Mr. Albert F. Woodbridge was recently appointed assistant missionary.

The objects of the society are: "1. To continue the religious and secular instruction of the adult deaf and dumb in Manchester and the neighborhood who have been educated when young, and to provide such instruction for those who have not been previously educated. 2. To assist in obtain-

ing employment for the deaf and dumb, and to provide an interpreter in cases of dispute or misunderstanding between them and their employers. 3. To visit the sick, unemployed, and others, at their homes, and to grant pecuniary relief in cases found to be really deserving." Provision is made for social intercourse. There is a lending library, containing some four hundred volumes, and a reading-room. During the spring a weekly lecture has been given at the rooms on some topic of general interest; in several instances the lecturers were themselves deaf and dumb, and at other times the lectures were interpreted by the chaplain.

The work, on the whole, is quite similar to that so admirably performed by Dr. Thomas Gallaudet and his assistants in New York and other American cities; and in England, as in this country, the deaf and dumb show their appreciation of it by a full attendance at the religious services, and by contributing to the support of the society.

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*The Former Pupils of the Yorkshire Institution.*—Five times since the establishment of the Yorkshire (England) Institution, in 1829, Dr. Charles Baker, the head-master, has made a systematic and thorough investigation into the course pursued by the pupils after leaving school. A summary of the results of the fourth investigation, made in 1859, with extracts from the letters received in reply, was given in a previous volume of the *Annals;** the last investigation was made in 1870, and the returns are now before us in a pamphlet of eighty pages, printed by the pupils of the institution. The inquiries pertaining to these investigations have been addressed to the parents of the pupils or their employers, as well as to clergymen and other respectable persons competent to speak with authority, and have embraced three especial points, viz., the trades to which the pupils were apprenticed, the facility with which they acquired these trades as compared with persons not deaf and dumb, and their conduct and general character since leav-

* *Annals*, vol. xii, page 133.

ing the institution. In the last instance, returns were received concerning 409 of the 754 deaf-mutes who have been pupils of the institution since its beginning. We quote the following summary of them:

"Among the occupations of male pupils there are 39 boot and shoe-makers; 25 are employed in mills, factories, and clothing trades; 23 are tailors; 21 are lithographers, engravers, artists, or pattern-designers; 20 are laborers and farm-servants; 18 are letter-press printers, compositors, bookbinders, or type-founders; 15 are engineers, mechanics, or iron-workers; 14 are joiners, carvers, or cabinet-makers; 12 are cutlers, or in Sheffield trades; 12 farmers; 11 brickmakers, masons, or quarrymen; 11 painters and decorators; 8 gardeners; 13 are sundry trades, and 4 are unaccounted for: total, 246.

"Of the female pupils, 50 are engaged in domestic duties; 61 are dressmakers or milliners; 29 are employed in mills or factories; 22 are servants, laundresses, or charwomen; 8 are engaged in sundry occupations, and 3 are unaccounted for: total, 173.

"These totals make 419; 308 of them acquired their business as well as the average of young persons, 52 more readily, [!] 37 less readily, and in 22 cases the result is doubtful or unknown.

"With regard to conduct and character, 340 of the whole number are favorably reported of, viz., 199 boys and 141 girls; 44 very favorably, or above the average of young people, viz., 27 boys and 17 girls; 17 unfavorably, viz., 12 boys and 5 girls, and 18 instances are doubtful—making the total of 419."

The pamphlet gives many interesting details concerning individual cases—generally in the words of the writers; we are sorry our limited space will not permit us to give some specimens of the communications received. The collection and collocation of all these returns must have involved no little labor; but it is a labor which earns a rich reward in the proof they furnish of the inestimable blessing conferred upon the deaf and dumb by their education, and of the benefit to the community in an economical point of view. We wish a similar course of inquiry might be pursued by every institution for the deaf and dumb; the results could not fail to be valuable, as well as interesting. Thus far, these investigations and reports of Dr. Baker's are the most complete and exact that have been made. The profession in general, as well as the Yorkshire Institution, owe him a large debt of gratitude.

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